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**PROGRAM
EVALUATION**

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2017 - 2018

Program Name: Law Enforcement

Self-Study Members: Ken George

PROGRAM REVIEW PURPOSE AND GOALS

Program review is the process through which constituencies (not only faculty) on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices. Program review should model a miniature accreditation self-study process within a designated area of the college. This work should guide the larger work of the institution, providing the basis for the educational master plan and the accreditation self-study as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program. A well-developed program review process will be both descriptive and evaluative, directed toward improving teaching and learning, producing a foundation for action, and based upon well-considered academic values. A major function of program review should be to monitor and pursue the effective alignment between the mission and priorities of the college and the actual practices in the program or service under review.

When it is linked to budgeting, planning, and other processes to carry out its recommendations, program review can contribute to fair and transparent institutional processes. The program review self-study allows for the people with the greatest level of expertise in a particular program to examine and scrutinize the program for effectiveness in serving students and achieving educational excellence.

GOALS:

- Recognize excellence in educational and support programs.
- Advance the mission, vision, goals and objectives, and learning outcomes of the institution.
- Integrate program review with the planning, assessment, and budget/resource allocation processes of the college.
- Strengthen programs through self-study and self-improvement.
- Foster cooperation and communication between programs and services.

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PROGRAM REVIEW LAW ENFORCEMENT

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PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

Program review updates were completed in April S2016, April S2017, October F2017 academic years. The below Plan of Action is a result of these updates.

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Safety Signage at training sites	Signs ordered and in place, except for range. The range was under construction at the time. Range signs have been ordered.
Complete re-construction on PSTC Firearms Range	Range opened for use on September 28, 2017 Minor repairs still needed
Purchase street sweeper for EVOG Track	Purchased
Forklift	Joint purchase with Fire Program
Addition classroom space	Still requested – not funded Required due to increased courses
Addition scenario prop buildings	Out for bid, using Wood-Claeyssens Foundation grant funds (minimal number obtained)
Signage and lights for inner-city grid (EVOG)	Not funded – construction of the inner-city grid cost more than originally planned.
Full-Time Faculty Position	Still requested – not funded LE Program had 2 F/T faculty positions, but lost one in 2013 due to faculty position transferred to Facilities.
Full time Clerical Position	Still requested – not funded
Instructional Assistants (recommended in Strategic Operating Plan)	2 positions hired in May 2017 1 full-time, 1 part-time
Ballistic vests for student safety	Funded through CTEA grant
Knum John for baton training	Purchased
2 new medic kits for student safety	Purchased
20 EVOG driving helmets	Purchased
Electronic ear protection for student safety	Purchased
Commercial cross-cut shredder	Purchased
30 new hand-held radios	Purchased
Replacement training vehicles	Purchased summer 2017, still waiting on 2-3 others on vehicle replacement program
Additional Glock training weapons	Waiting for funding
40 ammo boxes for range ammo	Purchased
Laser training weapons	Waiting for funding
Use of Force Options Simulator equipment	Purchased
LE Range and EVOG Specialist II Full-time Position	Still requested – not funded
Video monitors for classrooms	Funded – waiting for purchase, working with IT
10 sets of high speed track tires for EVOG cars	Funded, waiting for purchase
Video monitor for ARCON room	Funded via CTEA grant, working with IT
E-Z-GO Express L6 Utility cart	Funded via CTEA grant

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Allan Hancock College Program Review
2016-2017 Comprehensive Self-Study

Date:	12/20/2017
Program and Department:	<p>Law Enforcement – Public Safety (4 basic components)</p> <ul style="list-style-type: none"> • Basic Law Enforcement Academy • Perishable Skills Training • Core Corrections Academy • Advanced Officer Training <ul style="list-style-type: none"> ○ State Hospital Peace Officer Academy (via AOT)
Program Mission (check all that apply)	<input type="checkbox"/> Transfer <input checked="" type="checkbox"/> Career/Technical (CTE) <input type="checkbox"/> General Education <input type="checkbox"/> Basic Skills Education <input type="checkbox"/> Noncredit Education <input checked="" type="checkbox"/> Workforce/economic development
Additional programs included in this review:	<p>Basic Law Enforcement Academy Core Corrections Academy Advanced Officer Training Courses Perishable Skills Courses</p>
Date of last comprehensive review:	<p>6 year review – Unknown BCCR Comprehensive Review Self-Assessment January 2016 POST Basic Course Comprehensive Review 2016-2017</p>
Submitted By:	Ken George
Attachments (as needed):	<p>April 2017 Annual Update with October 2017 revised plan of action BCCR Comprehensive Review Self-Assessment January 2016 POST Basic Course Comprehensive Review January 2017 PSTC Firearms Training Center Business Plan (Thomas Lamica, Author) 2016 Public Safety Training Complex Strategic Operating Plan Certificate / Degree Options Study (Thomas Lamica, author)</p>

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I. Program Mission (*must align with college mission statement*)

For all programs, describe the need that is met by the program or the purpose of the program and explain how it aligns with the college mission and strategic plan.

The mission of the Public Safety Department, Law Enforcement Training Program is to provide professional and contemporary training curriculum that meets the training standards as set forth by the California Commission on Peace Officer Standards and Training (POST), Standards and Training for Corrections (STC). The training also meets the rigorous standards set forth by Allan Hancock College and fulfills the current needs of the local and state-wide workforce.

The Law Enforcement Training Program is housed under the Public Safety Department at the Public Safety Training Complex, Lompoc Valley Center and is a designated POST Regional Skills Training Center.

The Law Enforcement Training Program is comprised of four sections:

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

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

All but three of the Law Enforcement Training Program courses offered are POST certified. All peace officers (deputy sheriffs, police officers and allied law enforcement officers) must be POST certified and maintain certification through Perishable Skills Training and Continuing Professional Training (Advanced Officer Training) as mandated by California law. Additionally, all law enforcement academies and departments must be POST certified and are regularly audited and assessed by POST to ensure regulatory compliance.

Nine courses are offered to non-peace officers and are open (or limited) enrollment (LE310, LE320, LE329, LE330, LE356, LE421, LE424, LE425 and LE480).

Certain training subjects are also managed by the Bureau of State and Community Corrections (BSCC) and by Standards and Training for Corrections (STC). These topics include LE330 (CORE), LE424 and LE425 (PC832 Arrest and Control and Firearms), LE351, 352 and 353 (Field Training Officer) classes and LE370 and 371 (ARCON Instructor) courses. These courses also require annual recertification. The curriculum for the new LE330 CORE Custody Officer Academy was developed by Coordinator Larry Ralston and certified through BSCC/STC.

We have an additional course, LE329 (State Hospital Peace Officer) which is taught by staff of the Atascadero State Hospital and is run similar to a POST basic academy, but is neither certified by POST or STC. The State Hospital Police Officers fall into a gap in which they are peace officers under PC832, but their powers are limited, therefore only in affect while on the grounds of a state hospital. LE329 is the only course of its kind in the State of California and Hancock College is the sole provider of the training.

As a POST designated Regional Skills Training Center, most of the courses offered in the Law Enforcement Training Program are regulated by an external state agency (POST). Therefore, the program/course offerings do not represent an unnecessary duplication of other vocational or occupational training programs offerings.

For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

Through POST and STC, courses are assigned to regional training sites (such as AHC) in an effort to avoid duplication. Since AHC is a designated regional training site, we are authorized to offer courses that fit the needs of our service area. Ventura County Sheriff's Office is the nearest basic academy to the south and Fresno City College is the nearest to the north.

This does not mean duplication will never occur. Within the last few years, POST certified a Virtual 300 degree Force Options Simulator for perishable skills at the San Luis Obispo County Sheriff's Office. This is in direct conflict with POST's guidelines and past practice. We opposed the certification as it directly impacts our ability to provide similar training.

LE329, State Hospital Peace Officer course is the only one offered in the state.

We have plans to offer additional courses which are not offered locally:

- 80 hour Motorcycle Officer Course (SMPD has a certified course, but only trains in-house personnel)
- 40 hour Firearms Instructor Course
- 40 hour Physical Fitness Instructor Course, LE372
- Crisis Intervention Training (De-escalation of Force Training) 8-16-24 hour course
- Active Shooter Course
- Patrol Bicycle Update Course
- BATI (Behavior Analysis Training Institute) courses
- POST 3-week Re-Certification Course
- 24 hour Driver Awareness Instructor Course
- 40 hour Emergency Vehicle Operations Course (EVOC) Instructor Course

AHC Mission: Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community. Explain how your Program Mission Statement aligns with the college mission and strategic plan.

Allan Hancock College's Law Enforcement Program provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

Allan Hancock College's Law Enforcement Program is a recognized leader in student success through excellence in teaching, learning, and services in an environment of mutual respect.

Our commitment is to find innovative ways to enhance student achievement and to always put students first. We operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts, and experiences. Our culture is supported by a philosophy that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning, and services through open and honest communication.

Our program sets the standard that student success is a priority. Our academy instructors pride themselves in student success, which is validated by the student's pass rates in academics, scenarios, firearms, driving, physical fitness and arrest and control skills. For instance, several years ago, we were able to purchase SIRT (Shot Indicating Resetting Trigger) training pistols through a CTEA grant. The purpose was to help students train with the training pistol and improve their performance during firearms training. Since S2015, we have not had a student fail the academy because they were not able to qualify on the range.

During S2016, our law enforcement academy program went through its BCCR (Basic Course Certification Review) by POST (Peace Officers Standards and Training). The POST official who visited to evaluate our Emergency Vehicle Operations Course (EVOC) was impressed with the realistic training our instructors provided to the students. He had previously observed several programs throughout the state and stated ours was the best he has seen.

This was also a common observation by the POST examination team conducting the BCCR. They frequently commented that we provided realistic training. Our students carry and use portable radios during their 21 weeks at the academy and develop a "radio ear", which is very important when working the street. Based on our discussions with other community college basic academies, we have the best facilities, best instructors, best training and best equipment.

Our academy students are well prepared to enter the field training program at their respective departments and I believe we have a very high success rate of those passing the field training program and working as as solo officers.

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and annual updates.

Since 2011, the law Enforcement Program has gone through some amazing changes. In 2011, the program was housed on South Campus in the old Gas Company building, shared with Fire Technology. Since then, with the help of Measure I, a new, advanced training facility was built at the Lompoc Valley Center and opened in January 2014. The goals of the program have not changed due to the move, since quality education, designed to provide pathways for student success, has always been the number one priority. The move to LVC did not change our goals, but served to enhance their achievement.

The Program is staffed by:

One full-time Director

One full-time Faculty Coordinator

Four part-time Faculty Coordinators

One full-time Program Technician

One part-time Assistant Program Technician

One full-time Equipment Specialist

One part-time Assistant Equipment Specialist

One full-time Instructional Assistant

One part-time Instructional Assistant

One full-time Vehicle Mechanic

Approximately 55 part-time Faculty (course/program instructors)

Approximately 21 part-time Lab Assistants (Recruit Training Officers)

EXPAND BOND

The LE Program has 4 components: Basic Academy (including pre-academy), Advanced Officer Training, Perishable Skills Training and Core Corrections Academy).

Basic Academy

The Basic Academy is one of thirty-nine certified academies in the State of California. Of the thirty-nine academies, seventeen are presented by a community college. The remaining academies are hosted by a law enforcement agency. Only three academies in the state can provide all training at one location (classroom, firearms, driving, etc.) and Allan Hancock College is one of them. Allan Hancock College is the only community college academy that can provide all required training on-site.

This component is staffed with one full-time coordinator (faculty) and one part-time coordinator. The Basic Academy is an 850 hour course, over 21 weeks in length and requires over 55 part-time faculty to provide the curriculum. It is one of the best programs in the state, staffed with the best instructors and we have the best and most modern facility in the state.

During the first three years at the new facility, the firearms range was not available because of design flaws and had to be repaired. We had to go off site for firearms training. This did not impact the quality of training, but it was inconvenient. We are thankful for the generosity of Vandenberg AFB, FCI Lompoc and Arroyo Grande PD, who allowed us to use their facilities at no cost to the program.

Advanced Officer Training (AOT)

The Advanced Officer Training component is staffed by a part-time coordinator. This component focuses on the development of skills necessary for continued employment within the employee's department. A majority of training is for those already employed, but we do offer classes for those wanting to enter a career field, i.e., dispatcher, probation officer, state hospital peace officer.

We evaluate each section offered and depend on the feedback from the students via the course evaluation process to help guide our successes. We believe we have some of the best

instructors within our program. Our instructors who teach the LE424 course have among the highest testing scores in the state.

This component also contracts with the Atascadero State Hospital (ASH) to train their police personnel. This course has expanded to three offerings per year with 50 students per class. LE329 has been very successful and this program trains hospital police officers state-wide. **With this success, comes the added responsibilities placed on the AOT coordinator.** This has added an additional burden on the coordinator to make frequent trips to Atascadero to manage this course from start to graduation.

There have been several struggles with this component. Some of the AOT course offered are not mandated training. This translates when budgets are tight, agencies send less personnel for training. Courses affected include LE355, LE354 and LE356. Some course had to be canceled because not enough students had registered for the course. This creates some frustration when courses are canceled two weeks out and then we have to notify students and cancel the Notice of Assignment for the part-time instructors.

We are getting creative and increasing enrollment by contracting with SLO Sheriff's Office to provide courses in northern SLO County through an Instructional Contract Agreement. This also requires frequent travel for the coordinator to the San Luis Obispo Sheriff's Office

Perishable Skills

Perishable Skills Training component is staffed by a part-time coordinator. It focuses on required training by all in-service peace officers in perishable skills; driving, arrest and control, use of force training. All peace officers are required to complete 24 hours of perishable skills every two years. It is not uncommon to hear students express how well the training was and valuable to their success in the law enforcement field.

With the new facility, we believe we have one of the best programs in the state. We have one of very few certified high speed driving tracks designated for officer training. In 2017, other law enforcement academies in Southern California began sending their recruits to Hancock College for their recruit basic academy 40-hour EVOC training. It was initially due to the inability to secure training at the San Bernardino County Sheriff's Office training site. Since they have experienced what we can provide, we now have 3 different academies scheduled to come to Hancock College in 2018 for recruit EVOC training. We can see this continuing to grow as other academies hear of our successful program. **The downside of this success is the extra burden placed upon our part-time faculty (perishable skills) coordinator.** Before 2014, this was a full-time position. In 2013, the academy coordinator was administratively re-assigned and the full-time perishable skills coordinator was re-assigned as the academy coordinator. The perishable skills coordinator slot was filled with a part-time coordinator and has remained that way ever since.

We have a few frustrations/struggles with this component. In 2014, our previous director retired from AHC and was quickly hired by the SLO County Sheriff's Office as a reserve sergeant, with the primary goal to provide in-house training for their department. Although POST claims they try to prevent duplicating training in the area, they've allowed SLOSO to provide in-house perishable skills training and even open it up to outside agencies. This has had a significant impact in our training, especially with agencies from San Luis Obispo County.

Core Corrections Academy

The Core Corrections Academy component is staffed by a part-time coordinator, who started in 2017. Previously, the AOT coordinator managed this course as it was being developed in 2016. In the past, county agencies trained their corrections personnel in-house. They approached AHC in 2015 about developing the LE330 course. The course is six weeks long and offered twice a year. Once the students complete the course, they will then take LE424 and LE425.

This is another example how AHC has been recognized for their quality programs and our service agencies are quick to team up with us to develop quality programs.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

Current Allocation

Human Resources

Currently the Law Enforcement Program

- Law Enforcement Program Director (1): The director manages the entire Law Enforcement Program. He reports to the Dean and Vice-President.
- Basic Academy Coordinator (1): This is a full-time faculty position and is the primary coordinator for the basic academy. This position reports to the director and dean.
- Basic Academy Assistant Coordinator (1): This is a part-time faculty position and assists in the daily operation of the basic academy. POST recommends this to be a full-time position, but a 2nd part-time position would be sufficient.
- Advanced Officer Training Coordinator (1): This is a part-time faculty position that manages seventeen courses.
- Perishable Skills Coordinator (1): This is part-time faculty position that manages twelve courses. Prior to 2014, this was a full-time position. In 2013, the academy coordinator was administratively re-assigned and the full-time perishable skills coordinator was re-assigned as the academy coordinator. The perishable skills coordinator slot was filled with a part-time coordinator and has remained that way since.
- Core Corrections Academy Coordinator (1): This is a part-time faculty position that manages the corrections academy.
- Program Technician (1): This a full-time classified position and very much over-worked.
- Assistant Program Technician (1): This is a part-time classified position. POST recommends this to be a full-time position.
- Equipment Specialist (1): This is a full-time classified position that reports to the director.
- Assistant Equipment Specialist (1): This is a part-time classified position.

- Instructional Assistant (1): This is a part-time classified position created in 2017 to assist with program delivery.
- Vehicle Mechanic (1): This is a full-time classified position.
- Assistant Instructional Assistant (1): This is a part-time classified position.
- Adjunct Faculty (55+): These are part-time faculty positions for program delivery
- Lab Assistants (21+): These are part-time classified positions for program delivery

Facilities

The Law Enforcement Program is housed within the Public Safety Training Center. We share facilities with Fire Technology and have areas under our sole control.

- 1 Administration office: Director, Program Technician, Assistant Program Technician, Core Corrections Academy Coordinator
- 4 Faculty offices: Academy, Assistant Academy, AOT and Perishable Skills Coordinators.
- 1 RTO office: Recruit Training Officers
- Advanced Officer Classroom
- Basic Academy Classroom
- Perishable Skills Classroom
- Driving Simulation Classroom
- Force Options Simulator Classroom
- Equipment/Supply Room
- Physical Fitness Lab and Weight Room (shared)
- Arrest and Control Mat Room (shared)
- Outside Physical Fitness Track and training site (shared)
- Scenario Village (shared)
- Firearms Training Facility w/ office space
- LE Vehicle maintenance garage w/ office space
- Emergency Vehicle Operations Course (EVOC) with inner-city grid (shared)
- Student locker rooms facilities (shared)

Technology

Fortunately, we have a newer facility that was designed with the most current technology available. The classrooms are well furnished (but not without design flaws). We are still working on adding flat screen monitors in a few of the classrooms and the ARCON mat room.

Fiscal Recourses

The current budget for the Law Enforcement Program is approximate \$900,000 per year. Other sources of revenue are CTEA grants, Wood-Claeyssens Foundation grants and Strong WorkForce dollars.

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Insufficient Resources or Program Needs

Human Resource Needs

The Law Enforcement Program had two full-time faculty positions prior to 2014. This position was lost due to decisions outside the Program's control and we were never able to get that position re-appointed. The clerical staff is severely impacted with the workload placed upon them. We want to add several new courses, but that will severely impact the workload of the AOT coordinator. We are seeing other academies sending their recruits to AHC for EVOC training, which will severely impact the Perishable Skills coordinator (previously a full-time position). We are also adding a third Basic Academy Course (pilot program) each year to prevent local agencies from sending their recruits to the Ventura Law Enforcement Academy and this will require an additional part-time coordinator. The Firearms Training Facility is now operational and we expect to see a drastic increased usage of that facility, including contracts with outside organizations. We will need someone on site to manage this facility.

Human Resource Recommendations (second priority)

- Move part-time Perishable Skills Coordinator to full-time
- Move part-time Advanced Officer Training Coordinator to full-time
- Move part-time Assistant Program Technician to full-time
- Create an additional Part-time Basic Academy Coordinator
- Create a new full-time classified position to manage the firearms facility (refer to Appendix 4)
- Create two full-time classified positions titled Recruit Training Officer

Refer to the 2016 PSTC Strategic Plan for details (Appendix 5)

Facility Needs (first priority)

With the addition of the Core Corrections Academy, adding a third Basic Academy class and the influx of recruits from other academies coming to AHC for EVOC training, we do not have sufficient classroom space. Along with the increase in student population, the men's locker room is severely impacted. The lockers are small, half lockers which are insufficient to store recruit uniforms and gear.

Within the classrooms, the connection boxes that house the cables for the smart podiums were placed in the wrong position. This was pointed out before and during construction, but never corrected. This resulted in the podiums retrofitted with cables that run on top of the carpet and creates a trip hazard.

Facility Recommendations

- 2 additional classrooms, sufficient for 40 students each
- Additional locker room space for male recruits
- Replace the half lockers with full size lockers
- Correct the podium cables in the classrooms - Possible OSHA hazard

Program Recourses Allocated to Meet Student Needs

The mission and goal of the LE Program is to place student's success and safety first. We are fortunate to have a quality facility, adequate equipment and supplies, and a dedicated staff and faculty.

We will continue to provide our students with the best education and training possible. Our part-time faculty pool is a dedicated group of current and retired law enforcement personnel committed to provide the best training possible to the next generation of law enforcement.

Our coordinators will continue to develop new courses, manage current course and call upon other part-time faculty to assist in providing quality training. The coordinators are assisting the program technicians by helping with some of their duties, such as handling the payroll matrix and completing most of the administrative duties required by POST.

Until we get more classroom space, we will have to be creative in juggling current classroom space to meet the increase demand. We can look at class schedules and finding ways to share spaces. With our current staffing, we can continue to manage our existing courses, but we still need the rooms to present the courses. Students should have adequate classroom space and adequate locker room facilities.

We need the classroom and locker room space first and then we can increase our course offerings, which places a priority on faculty needs.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

There are established student learning outcomes for all Law Enforcement Program course and they are assessed annually, either through eLumin or through the course evaluation process. Based on the data received, our courses meet or exceed POST and STC standards, along with the academic goals of Allan Hancock College. We have not had to modify the content of the courses (which most are regulated by POST or STC regulation), but we do make modifications to the presentation of the material to best meet the needs of the students. Based on the 2016 report, over ninety-five percent assessed met or exceeded standard.

**** We added which component in the Law Enforcement Program is responsible for each Course**

LE310 Academy	Intro to LE Acad (Pre-Academy)	LE310 SLO1 - Successfully complete the two-day pre-academy course meeting all of the academic requirements, all the physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the LE 320 Basic Academy.
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LE318 AOT	Traffic Collision Invest.	LE318 SLO1 - Demonstrate knowledge of recommended procedures for responding to traffic collision scenes in the field.
	Traffic Collision Invest.	LE318 SLO2 - Recognize various criminal or vehicle code violations and take appropriate enforcement action
	Traffic Collision Invest.	LE318 SLO3 - Show ability to complete all state required forms, diagrams, narratives, including photographs, and measurements.
LE320 Academy	Basic Law Enforcement Academy	LE320 SLO1 - Successfully complete the 20 week POST academy course meeting all of the POST academic requirements, all the POST physical fitness requirements, military discipline/drill requirements and the POST skills requirements. Thereby graduating from the LE 320 Basic Academy and receiving a certificate.
LE329 AOT	State Hospital Peace Officer	LE329 SLO1 - Show the ability to execute recommended procedures for responding to various law enforcement situations in the field.
	State Hospital Peace Officer	LE329 SLO2 - Recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and contraband and/or evidence in the field
LE330 CORE	CORE Academy	LE330 SLO1 - Understand the roles and functions of the adult criminal justice system and its processes.
	CORE Academy	LE330SLO2 - Demonstrate problem solving strategies for addressing criminal behavior in a custody setting.
LE341 Perishable Skills	EVOC/Non-Law Enforcement	LE341 SLO1 - Analyze specific field situations, which will vary.
	EVOC/Non-Law Enforcement	LE341 SLO2 - Perform course-taught skills.
LE351 AOT	Field Training Officer	LE351 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field
	Field Training Officer	LE351 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the

		field
LE352 AOT	Field Training Officer Update	LE352 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field
	Field Training Officer Update	LE352 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field
LE353 AOT	Field Training Administrator	LE353 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field
	Field Training Administrator	LE353 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field
LE354 AOT	Training Management Update	LE354 SLO1 - Demonstrate knowledge of current legal issues relevant to the training environment.
	Training Management Update	LE354 SLO2 - Apply Agency Training Management Tools in the Electronic Data Interchange (EDI).
LE355 AOT	Leadership Development	LE355 SLO1 - Demonstrate knowledge of leadership concepts and roles, organizational changes, liability issues, performance evaluations, disciplinary processes, group dynamics, ethical decision making, and community policing.
	Leadership Development	LE355 SLO2 - Communicate effectively the oral board presentation and exercise.
LE356 AOT	Crime Scene Investigation	LE356 SLO1 - Execute proper forensic procedures for the collection and preservation of blood, urine, semen, fingerprints at a crime scene such as a homicide or sexual assault
	Crime Scene Investigation	LE356 SLO2 - Recognize various criminal or vehicle code violations and take appropriate enforcement action.
	Crime Scene Investigation	LE356 SLO3 - Preparation of all state required forms, diagrams, narratives, including photographs, and measurements

LE357 AOT	Instructor Development	LE357 SLO1 - Demonstrate the ability to design and deliver adult learning instructional and facilitation strategies.
	Instructor Development	LE357 SLO2 - Communicate assignments effectively to students.
LE360 Perishable Skills	Arrest & Control/EVOC	LE360 SLO1 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.
	Arrest & Control/EVOC	LE360 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.
LE361 Perishable Skills	Force Options Simulator/EVOC	LE361 SLO1 - Demonstrate POST established minimum level of skills and judgment in a force option simulator.
	Force Options Simulator/EVOC	LE361 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.
LE362 Perishable Skills	LE Driving Simulator/EVOC	LE362 SLO1 - Demonstrate POST established minimum level of skills and judgement in a driving simulator.
	LE Driving Simulator/EVOC	LE362 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.
LE363 Perishable Skills	Force Ops Sim/Arrest & Cntrl	LE363 SLO1 - Demonstrate POST established minimum levels of skills and judgement in a force options simulator.
	Force Ops Sim/Arrest & Cntrl	LE363 SLO2 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.
LE364 Perishable Skills	LE Driving Sim/Arrest & Cntrl	LE364 SLO1 - Demonstrate POST established minimum level of skills and judgment in a driving simulator.
	LE Driving Sim/Arrest & Cntrl	LE364 SLO2 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.
LE365 Perishable Skills	LE Driving Sim/Force Ops Sim	LE365 SLO1 - Demonstrate POST established minimum level of skills and judgement in a driving simulator
	LE Driving Sim/Force Ops Sim	LE365 SLO2 - Demonstrate POST established minimum levels of skills and judgement in a force options simulator.

LE366 Perishable Skills	EVOC	LE366 SLO1 - Demonstrate POST established minimum levels of skills in behind the wheel driving of emergency vehicles at various speeds and conditions.
LE367 Perishable Skills	ARCON Update	LE367 SLO1 - Execute recommended procedures for responding to various law enforcement situations in the field.
LE368 Perishable Skills	LE Agency EVOC Training	LE368 SLO1 - Execute techniques for operating a law enforcement emergency vehicle while responding to various law enforcement situations, including safety, judgment/decision-making, braking techniques, steering techniques, throttle control, speed judgment, roadway positioning and operating associated equipment during slow speed and high speed operations in both day-time and night-time hours.
	LE Agency EVOC Training	LE368 SLO2 - Drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle during non-emergency, emergency response (Code 3), or vehicle pursuit situations during slow speed and high speed operations in both day-time and night-time hours.
LE370 AOT	Arrest & Control Instr Update	LE370 SLO1 - Demonstrate the ability to teach any of the current or newly revised takedowns, joint locks, strikes, blocks and grappling techniques, including psycho-motor skills domain as well as the cognitive and affective domains.
LE371 AOT	Arrest & Control Inst Cert	LE371 SLO1 - Demonstrate the ability to teach any of the current or newly revised takedowns, joint locks, strikes, blocks and grappling techniques, including psycho-motor skills domain as well as the cognitive and affective domains.
LE379B Perishable Skills	LE Agency EVOC Training	LE379B SLO1 - Operate a vehicle in such a manner as to be able to avoid involvement in a collision, no matter what the conditions.
	LE Agency EVOC Training	LE379B SLO2 - Operate an emergency vehicle in a Code 3 response using sound judgment and due care in accordance with agency policy and applicable CA Vehicle Code.
	LE Agency EVOC Training	LE379B SLO3 - Know when to initiate a pursuit and when a pursuit should be terminated.
	LE Agency EVOC Training	LE379B SLO4 - Use proper techniques to better control the vehicle in all conditions and reduce the effects of the vehicle dynamics.

LE421 AOT	Complaint Dispatcher	LE421 SLO1 - Execute POST recommended procedures for dispatching and maintaining radio communications with police/sheriffs units responding to various law enforcement situations in the field
	Complaint Dispatcher	LE421 SLO2 - Recognize various criminal acts relayed telephonically by citizens and radio dispatch police units and other public safety agencies to respond
LE424 AOT	PC 832 Arrest	LE424 SLO1 - Execute legal arrests, searches and detentions of criminals in compliance with California Statutes, case law, and POST standards
	PC 832 Arrest	LE424 SLO2 - Use legal and safe procedures for overcoming resistance handcuffing and searching people arrested for committing crimes in compliance with California State POST standards.
LE425 AOT	PC 832 Firearms	LE425 SLO1 - Execute recommended procedures for loading, unloading, handling, disassembling and cleaning a semiautomatic pistol or revolver in compliance with State standards
	PC 832 Firearms	LE425 SLO2 - Execute recommended and safe procedures for aiming and firing a semiautomatic pistol or revolver accurately in compliance with State POST standards
LE426 AOT	Patrol Rifle	LE426 SLO1 - Students shall successfully complete the 16 hours course meeting all of the POST academic requirements and the POST skills requirements.
LE427 AOT	Bicycle Patrol	LE427 SLO1 - Student shall successfully complete the 40 hour course, meeting all objectives set forth by POST. These include academic and skills requirements.
LE440 Perishable Skills	Advanced Driving Skills I	LE SLO1 - Demonstrate ability to safely negotiate intersections.
	Advanced Driving Skills I	LE SLO2 - Demonstrate ability to drive a motor vehicle in both forward and backing maneuvers, including driveways, off-set alleys, and parallel parking.
	Advanced Driving Skills I	LE SLO3 - Perform collision avoidance techniques.

LE441 Perishable Skills	Advanced Driving Skills II	LE SLO1 - Demonstrate ability to safely negotiate intersections.
	Advanced Driving Skills II	LE SLO2 - Demonstrate ability to drive a motor vehicle in both forward and backing maneuvers, including driveways, off-set alleys, and parallel parking.
	Advanced Driving Skills II	LE SLO3 - Perform collision avoidance techniques.
	Advanced Driving Skills II	LE SLO4 - Perform course-taught skills.
LE480 Academy	Women in Public Safety Careers	LE480 SLO1 - Demonstrate the ability to endure the physical, psychological, scholastic, and emotional rigors of a Public Safety Academy. Thereby demonstrating readiness to enroll in the Basic Law Enforcement, EMT or Fire Fighter Academy.
	Women in Public Safety Careers	LE480 SLO2 - Successfully complete the academic requirements, physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the Basic Law Enforcement, EMT or Fire Fighter Academy

V. Distance Learning (If applicable): Not Applicable -

If you read the PSTC Strategic Plan (Appendix 5), There is a plan to increase Distant Learning courses. I believe this mainly applies to fire technology. Current POST/STC mandates require face-to-face instruction with learning activities that makes Distant Learning difficult, if not impossible for law enforcement program courses. We will continue to examine future course that render Distant Learning a viable option.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

The LE Program strives to provide the best training to our students and agencies. Students come to our program looking for an education and training that will help them enter the law enforcement profession or continue in their current position. All of our academy instructors and a majority of our AOT instructors have been certified through AICC (Academy Instructor Certification Course). AICC focuses on adult learning concepts, lesson planning, instructional

design, delivery strategies, and designing real-world training that supports critical thinking. AICC is mandatory certification for academy instructors.

We have a great facility that provides the students with the best learning environment possible. We continue to make improvements in our delivery methods and attempt to keep our equipment current with the latest trends in the industry.

We have many students coming in with an Administration of Justice education background and we are able to take what they currently "know" in theory and put it into practice. Hopefully they will have a better understanding of the law enforcement profession, therefore increasing their level of success.

We are dependent on local law enforcement agencies since a majority of our courses are for in-service personnel. If we do not fulfill our obligation to them, they will send their personnel elsewhere to be trained.

Students enrolled in LE320 (Basic Academy) are encouraged look beyond themselves and we get them involved with programs outside the classroom environment. Students are involved in Special Olympics by participating in the LE Torch Run and the Special Olympic games by supporting the athletes. They also help with the annual Kid's Day in the Park in Arroyo Grande, the Sheriff's Day at the Ranch in San Luis Obispo and other events that help them give back to the community.

Exhibit 3 - Attachment A: Retention and Success by Demographics

Age Category: After reviewing the data provided, the under 19 age category had the lowest retention/success rate in the program. It was 63% in Fall 2011, 60% in Spring 2012, 0% in Summer 2012, 20% Fall 2012, 0% summer 2013, 33% Fall 2014, and 50% Fall 2015. All other terms had over 80% retention/success or they had no enrollment for that age group. After looking at the course offerings that correlate with the low number, it appears LE310, Introduction to the Law Enforcement Academy is responsible. This course is a very intensive, 2-day class designed to evaluate whether a student is physically, mentally and academically ready for the 21 week intensive basic law enforcement academy (LE320). Since you have to be a least 20 ½ years of age before applying for the academy, those under 19 may have dropped the class and plan to return when they get closer to 21 years of age. Since 2016, we have added an advisory document on the web site for those interested in LE310, recommending they not attend the course until they are ready for LE320.

Gender: The majority of the data reveals that both male and female have very high retention/success rates in the program, except for Summer 2011 and Summer 2013, when the rates for females dropped to 57% and 50% respectively. Again, LE310 is the culprit. Since F2013, the lowest rate was 88% in the F2014 term, but it was the same for both male and female.

Enrollment status: From Spring 2011 through Summer 2017, the retention/success rates have been consistently high. We did not see and significant trends that were of concern.

Ethnicity: Retention/success rates across all ethnic groups is fairly high except for following: Summer 2011 where Hispanic was 72% and Native American was 50%. There were only two course offered during this term; LE310 (pre-academy and LE351 (Field Training Officer). Since LE351 is for in-service training for police officers, that course would have had a 100% retention rate, therefore was can assume again that LE310 was responsible.

Conclusions and Recommendations:

After reviewing the data, we can assume that LE310 is the primary reason for any low retention/success rates in the program. Although the course is designed to do just that, we have set plans in motion to reduce the number of students under the age of 21 to enroll in the course. On the web site for the LE310 program, we have included an advisory directed to those under 21 years of age. When we receive phone call from prospective students, we try to vet them as well.

Although we have no control over the agencies who sponsor recruits in the academies or send officers/employees for additional training, we can find ways to increase recruit women and underrepresented students to our academies. I believe re-activating the LE480 class can have a direct impact preparing women to enter the workforce. We will also work closely with Director Thomas Lamica, the Director of Cooperative Work Experience to direct students to this career field.

Exhibit 3 - Attachment B: Headcount, Enrollment, Retention, Success, FTES

Multi-Term Display: The numbers appear to be fairly consistent over the years. We did notice that some of the headcount numbers dropped starting in the F2015, but that was when many of the Perishable Skills courses were offered through Contract Education. Reimbursements from POST prevented us from offering them as regular course offerings.

The retention/success rates are fairly high, with the exception of LE310 and then LE320, which had a few terms where the rates were in the mid-70%. Comparing the retention/success rates for Allan Hancock College, we far exceeded retention/success rates.

LE Program Retention/Success versus Allan Hancock College Retention/Success

<u>Term</u>	<u>AHC Retention</u>	<u>LE Retention</u>	<u>AHC Success</u>	<u>LE Success</u>
Spring 2011	84.72%	96.89%	68.82%	96.00%
Summer 2011	85.50%	83.82%	74.32%	83.82%
Fall 2011	86.69%	97.67%	68.63%	95.61%
Spring 2012	84.65%	98.68%	69.09%	97.15%
Summer 2012	89.79%	94.41%	77.33%	94.41%
Fall 2012	86.62%	96.35%	69.63%	92.49%
Spring 2013	89.13%	98.39%	70.38%	97.47%
Summer 2013	89.13%	91.80%	70.56%	83.61%
Fall 2013	86.97%	97.76%	70.65%	95.31%
Spring 2014	85.23%	96.59%	70.22%	95.05%

Summer 2014	89.73%	100.00%	77.69%	100.00%
Fall 2014	86.83%	90.16%	69.80%	88.20%
Spring 2015	85.44%	96.96%	71.38%	96.41%
Summer 2015	89.56%	100.00%	77.44%	100.00%
Fall 2015	86.43%	96.12%	70.25%	93.97%
Spring 2016	89.39%	98.16%	73.22%	98.16%
Summer 2016	90.38%	96.83%	79.57%	95.24%
Fall 2016	87.95%	100.00%	71.46%	98.77%
Spring 2017	88.10%	97.92%	74.04%	97.32%
Summer 2017	90.34%	100.00%	80.29%	98.65%

VII. Trend Analyses/Outlook

This Program Review covers the years 2011-2017. We do not have a past Program Review to use as a comparison, since the POST Basic Course Certification Review served as the Program Review in the past. We did have a POST BCCR completed in 2016, but it just focused on the Basic Academy component of the LE Program.

The majority of our course offerings are for in-service agency personnel. This means we rely on local agencies to supply us with students. From 2011-2013, the economy was still recovering and local agencies were not sponsoring many entry level recruits. With budget restraints, they were only sending their officers to mandatory training. Some of our more successful courses, especially LE355 (Leadership Development) took a big hit and agencies no longer had funds to send their officers to the course. This remains true to this day. This was also true for LE354 and LE356.

We have plans to offer additional courses which are not offered locally. These courses could significantly expand our program and maximize the use of our facilities. Adding additional courses would necessitate moving our part-time coordinators to full-time status:

- 80 hour Motorcycle Officer Course
- 40 hour Firearms Instructor Course
- 40 hour Physical Fitness Instructor Course, LE372
- Crisis Intervention Training (De-escalation of Force Training) 8-16-24 hour course
- Active Shooter Course
- Patrol Bicycle Update Course
- BATI (Behavior Analysis Training Institute) courses
- POST 3-week Re-Certification Course.
- 24 hour Driver Awareness Instructor Course
- 40 hour Emergency Vehicle Operations Course (EVOC) Instructor Course

In 2018, the Law Enforcement Program will pursue developing and Associates of Arts Degree program. Currently, we are gather supportive data necessary to proceed with the program development. LE320 will serve as the basis for the degree program. See Appendix 6 for details.

Since the majority of our courses are mandatory requirements, future enrollments look good as long as we continue to provide exemplary training. Here is the outlook for each of our courses:

LE318: Traffic Collision Inv. – This course has seen a decrease in enrollment, primarily due to LE320. Students graduating from our basic academy are certified in traffic investigation and do not need this class. In the future we may see this course upgraded to an intermediate traffic investigation course.

LE310: Pre-Academy – This course will continue show high enrollment, but a lower retention rate. We are increasing the hours from 18 to 20, so we can include the PELLETB test. Very healthy outlook.

LE320: Basic Academy – This will continue to be our main course. We are increasing the hours to 850 and the units will increase from 22.5 to 24. We are adding additional hours for Critical Incident Training, which will be a new mandate from the State. In 2018, we will be offering a third academy class to meet the needs of our agencies. Very healthy outlook.

LE329: State Hospital Police Academy – This is a contract course through Atascadero State Hospital. Starting in 2017, this course trains all state hospital police officer in the California. We have gone from 2 offerings a year with about 15-20 students a class to 3 offerings a year with 50 students per class. Very healthy outlook.

- Every student in LE329 has to complete LE424 as a prerequisite.

LE330: CORE Custody Academy – We will continue to offer 2 classes per year and do not foresee a decrease in the need for this class. Outlook is very healthy.

LE341: EVOC Non-Law Enforcement: We had planned generated enrollment in this class since we moved into the new facility. With a part-time coordinator, it is hard to find time to focus on this course. Future of this class may be determined on the status of a full-time Perishable Skills Coordinator.

LE351: Field Training Officer – This course is mandated by POST. Officers training new officers out of the academy must be certified with this class. Outlook continues to be healthy.

LE352: Field Training Officer Update – Required every three years by training officers. Outlook very healthy.

LE353: Field Training Administrator – This course is required for agencies who have an FTO program and requires the one who manages the program to be certified. This course is offered about every other year. It was last offered in S2014. Outlook is moderate.

LE354: Training Manager Update – This course was developed in 2011 and was the only one of its kind in the state. It was offered a few times and was somewhat successful. Then POST created their own update course and had an annual conference for all training managers, which simple undermined our course. After that, it was never able to recover. It is currently inactive and should be de-certified.

LE355: Leadership Development – This course has had a successful run since about 2000 and was held 37 times, both in Santa Maria and Ventura. It was severely impacted when agencies had budget restraints and no longer sent their personnel. It was last offered in F2013. We continue to offer it and have an interest, but not enough to run the class. Outlook is questionable. We may consider changing the course to a 24-hour leadership update class. This will lower the cost, but may also increase headcount. A 24-hour class has the potential of being a Distant Learning course.

LE356: Crime Scene Investigation – This course continues to struggle to acquire enough students to proceed with a class. We ran the course in F2014 and continue to offer it but run short of the minimum number of students to run the class. There is also a competing course AJ150: Introduction to Forensics, which may be pulling away our independent students. Outlook is questionable.

LE357: Instructor Development – This is the same as the POST AICC (Academy Instructor Certification Course). POST is severely limiting the number of students attending their program since they discovered only 20% of those completing the course actually teach in a basic academy course. LE357 would not be impacted by the new POST limitations, which may increase the number of students seeking out this training. Outlook is good.

LE360: ARCON/EVOC – This one-day course comes under our Perishable Skills component and is required every two years by in-service personnel. Recently, we have contracted to SLO County Sheriff's to offer this class. Outlook is steady.

LE361: Force Options Simulator/EVOC - This one-day course comes under our Perishable Skills component and is required every two years by in-service personnel. Because we are reimbursed by POST for students attending this course, it is offered through Contract Ed and does not show up in eLumin or Tableau reports. Outlook is steady.

LE362: Driving Simulator/EVOC - This one-day course comes under our Perishable Skills component and is required every two years by in-service personnel. Because we are reimbursed by POST for students attending this course, it is offered through Contract Ed and does not show up in eLumin or Tableau reports. Outlook is steady.

LE363: Force Options Simulator/ARCON - This one-day course comes under our Perishable Skills component and is required every two years by in-service personnel. Because we are reimbursed by POST for students attending this course, it is offered through Contract Ed and does not show up in eLumin or Tableau reports. Outlook is steady.

LE364: Driving Simulator/ARCON - This one-day course comes under our Perishable Skills component and is required every two years by in-service personnel. Because we are reimbursed by POST for students attending this course, it is offered through Contract Ed and does not show up in eLumin or Tableau reports. Outlook is steady.

LE365: Driving Simulator/Force Options Simulator - This one-day course comes under our Perishable Skills component and is required every two years by in-service personnel. Because we are reimbursed by POST for students attending this course, it is offered through Contract Ed and does not show up in eLumin or Tableau reports. Outlook is steady.

LE366: Emergency Vehicle Operation Course (EVOC) - This two-day course comes under our Perishable Skills component and is required every two years by in-service personnel. Outlook is steady.

LE367: Arrest & Control Update – This course comes under the Advanced Officer Training component, but has not been offered for some time. Most update training is handled under the Perishable Skills component; LE360, LE363 and LE364. Outlook is dim.

LE368: Law Enforcement EVOC Training – This 40-hour course is offered through Contract Ed and used to training recruits from other law enforcement academies. We have used this course to train officers from the Orange County Sheriff's Academy and Long Beach Police Academy. Outlook is very good, as more academies contract with AHC to provide this required academy training.

LE370: ARCON Instructor Update – This three-day course is used to provide update training for instructors already certified as ARCON instructors. Since POST does not mandate this training, it is hard to fill the class. Outlook is questionable and we are considering decertification.

LE371: ARCON Instructor Certification Course – This two-week course is required before an instructor can teach in a POST ARCON class. It offered as needed and about every other year. Outlook is steady.

LE 372: Physical Training Instructor – This course was developed in 2010, but never certified through POST. We plan to pursue certification in 2018 and begin offering the class at AHC. There is a definite need for this class in the state. We have 4 certified instructors on staff that can teach this class. Outlook based on a full-time Coordinator. It will place an addition burden on our part-time Advanced Officer Training Coordinator.

LE421: Complaint Dispatcher – This three week class is required for all public safety dispatchers in the State of California. It is open to sponsored and non-sponsored students.

Outlook is very good. We are considering developing a three-day dispatcher update course, but it will place an addition burden on our part-time Advanced Officer Training Coordinator.

LE424: PC 832 Laws of Arrest Course – This 40-hour course is required by corrections, probation, parks officers, ASH police officers and even private security. It is offered at the Lompoc campus and at Atascadero State Hospital. Outlook is very good and/or additional course offerings may be required.

LE425: PC 832 Firearms Course – This three-day course is highly sought after and required by probation, corrections and ASH peace officers. Some agencies even required those seeking a concealed weapons permit to complete the course. Outlook is very good.

LE426: Patrol Rifle Course – This two-day course is required for officers utilizing the patrol rifle on-duty. This course is embedded within the LE320 course, but still necessary for officers graduating from AHC's LE320 program prior to 2013. Outlook is steady.

LE427: Bicycle Patrol – This one-week class is required if an officer is going to utilize a bicycle while on patrol. It is offered as needed. Outlook is questionable.

LE440: Basic Driving Skills – This course was developed to teach driving skills to young drivers. We plan to offer this class but will place an addition burden on our Perishable Skills Coordinator. Outlook based on a full-time Coordinator.

LE441: Advanced Driving Skills – This course was developed to teach driving skills to young drivers. We plan to offer this class but will place an addition burden on our Perishable Skills Coordinator. Outlook based on a full-time Coordinator.

LE480: Women in Public Safety Careers – This semester length course is designed to help women prepare for a career in a public safety. It was last offered F2013, but we are searching for qualified instructors to teach this course and are hopeful to offer the course again in F2018. Outlook is hopeful.

The Law Enforcement Program is challenged with the lack of classroom space, full-time faculty and sufficient full-time support staff. The labor market trends show that careers in law enforcement will continue to be in high demand and programs such our can fill that need.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)

Based on data assessments, labor market trends, and forecasted needs, the Law Enforcement Program will require additional resources to provide students with the knowledge and skills to succeed in a law enforcement related career.

Position, item, course	Description/Justification	Target Date
FACULTY/STAFFING NEEDS		
Full-Time Faculty Perishable Skills Coordinator	Upgrade current part-time position to full-time. Restore it to the pre-2013 status. This position will aid in developing and delivery of new and current courses. This coordinator should also have oversight of the EVOG course.	2018
Full-time Faculty Advanced Officer Training Coordinator	Upgrade current part-time position to full-time. This will help with course/program development and delivery.	2018
Full-time Program Technician	Upgrade part-time program technician to full-time status. The workload in the program office exceeds what the current staffing levels can handle. This will worsen if we continue to develop new courses	2018
Range Manager Full-time Classified	Classified position to oversee and manage the operation of the range facilities. This training location is a high liability facility and will require constant management and oversight.	2018
Part-time Coordinator Basic Academy	An additional part-time coordinator assigned to the basic academy to assist with the additional of the third academy class. Currently we are operating three classes with one full-time and one part-time position and this will exceed their teaching and coordinating loads.	2018
Recruit Training Officers Two full-time Classified	Create 2 full-time Recruit Training Officer positions so we would not have to rely on agencies to provide the position under a cooperative work agreement. POST recommend we have 2 full-time positions.	2018
Professional Development	On-going training for instructors to maintain their skills current with industry trends. We should have sufficient resources to send instructors when CTEA or PD funds are unavailable.	On-going
FACILITY NEEDS		
Student Classrooms Two 40-student Room	Full size classrooms (40 students), either new construction or temporary DSA portable classroom space. Includes furnishings.	2018

Full size Lockers and Additional Male Locker Space	Replace the current lockers in the both men and women's facilities with full-size, deep lockers. Additional 60 lockers are also needed.	2018
Office Space	Re-construct RTO/Academy Coordinator office space to allow for an additional coordinator. This would keep the RTO space the same and increase the faculty office so two academy coordinators can share the office space.	2018
Monitoring Cameras	Additional equipment needed for student training.	2019
Dedicated Roadway to the Range	Design and access road to the range facility for student safety.	2019
Emergency Exit for Range Facility	Design and emergency exit for the rage for student and staff safety	2018
Taller Range Flag Pole	Public Safety -- notification when range in use	2018
5 sets of US/CA Flags	One set needed to each classroom	2019
Additional student outside break area	More space needed for student break areas at building 5 and building 9 (range)	2019
Vehicle Storage Building	Large barn to storage training vehicles	2019
STUDENT MATERIAL NEEDS		
Traffic lights for inner-city grid on EVOC Course	Equipment needed to finish construction of inner-city grid and provide realistic training for students,	2019
Scenario Buildings in inner-city grid	Additional training props to enhance student training	2019
10 shotguns	Additional equipment needed for student training	2018
10 Patrol Rifles	Additional equipment needed for student training	2018
10 Patrol Rifles	Additional equipment needed for student training	2019
ARCON Training Bags	Additional equipment needed for student training	2020
E-Z-GO cart	Replacement cart for the aging GEM electric cart. Use for student safety, transportation and training.	2019

(3) Tread mills (3) Life Cycles	Replace aging equipment in the fitness lab	2018-19
(60) Training Pistols	Additional training weapons to simulate realistic training environment and increase student success	2019
Glock 9 mm Pistols	Additional equipment needed for student training	2018
(3) EVOC Vehicles	Replacement of old EVOC vehicles in order to maximize training and increase student safety	2019
(3) EVOC Vehicles	Replacement of old EVOC vehicles in order to maximize training and increase student safety	2021
(3) EVOC Vehicles	Replacement of old EVOC vehicles in order to maximize training and increase student safety	2023
Upgrade to Force Options Simulator	Upgrade training system to meet current training needs	2018-19
Upgrade Driving Simulators	Upgrade training system to meet current training needs	2019-2020
INSTRUCTIONAL COURSE NEEDS		
Physical Fitness Instructor Course	LE372 – Certify the course through POST and begin presentations	2018 Completed
Motorcycle Officer Course	Develop and certify course through AP&P and POST	2019
Firearms Instructor Course	Develop and certify course through AP&P and POST	2018
Patrol Rifle Instructor Course	Develop and certify course through AP&P and POST	2019
Complaint Dispatcher Update	Develop and certify course through AP&P and POST	2020
Intermediate Traffic Investigation Course	Develop and certify course through AP&P and POST	2019
POST 3-week Recertification Course	Develop and certify course through AP&P and POST	2019

Critical Incident Training Courses (8-16-24 hour)	Develop and certify course through AP&P and POST	2019
Active Shooter Course	Develop and certify course through AP&P and POST	2019
Host BATI Courses	Develop a contract to host Behavior Analysis Training Institute Courses	2018
Patrol Bicycle Update	Develop and certify course through AP&P and POST	2019
Leadership Update Course	Develop and certify course through AP&P and POST	2019
Driver Awareness Instructor Course	Develop and certify course through AP&P and POST	2018
Emergency Vehicle Operations Instructor Course	Develop and certify course through AP&P and POST	2018

ASSESSMENT PLAN

Program Learning Outcomes, Assessment Methods, Alignment of
Course SLOs, Assessment Calendar, Plan for Dissemination of
Results

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Law Enforcement Program Assessment Plan

Mission

Allan Hancock College's Law Enforcement Program provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

Allan Hancock College's Law Enforcement Program is a recognized leader in student success through excellence in teaching, learning, and services in an environment of mutual respect. Our commitment is to find innovative ways to enhance student achievement and to always put students first. We operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts, and experiences. Our culture is supported by a philosophy that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning, and services through open and honest communication.

Program Outcomes

LE PSLO1 - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.

LE PSLO2 - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.

Course/Program Alignment

LE Program outcomes have been introduced, developed and practiced with feedback, and demonstrated at their highest levels as shown below. Outcomes 1 and 2 are assessed with either an exam, skills assessment or active participation in course learning activities (LA).

(Key: I= Introduced, D=Developed and practiced with feedback; M=Demonstrated at a specified mastery level)

LE Program Outcomes					
Course	PSLO1	PSLO2	Exam	Skills	LA
LE310	I,D	M		X	X
LE318	I,D	M	X	X	X
LE320	I,D	M	X	X	X
LE329	I,D	M	X	X	X
LE330	I,D	M	X	X	X
LE341	I,D	I		X	
LE351	I,D	M			X
LE352	I,D	M			X
LE353	I,D	M			X
LE354	I,D	M		X	X
LE355	I,D	M	X		X
LE356	I,D	M		X	X
LE357	I,D	M		X	X
LE360	I,D	M		X	
LE361	I,D	M		X	

LE362	I,D	M		X	
LE Program Outcomes					
Course	PSLO1	PSLO2	Exam	Skills	LA
LE363	I,D	M		X	
LE364	I,D	M		X	
LE356	I,D	M		X	
LE366	I,D	M		X	
LE367	I,D	M		X	
LE368	I,D	M		X	
LE370	I,D	M		X	
LE371	I,D	M	X	X	X
LE378	I,D	M		X	
LE421	I,D	M	X	X	X
LE424	I,D	D	X	X	
LE425	I,D	D		X	
LE426	I,D	D	X	X	
LE427	I,D	D	X	X	
LE440	I,D			X	
LE441	I,D			X	
LE480	I,D	I,D	X	X	X

Implementation of Assessment

Responsibility for implementing the assessment lies with the entire department. Confident that outcomes are reflected in actual coursework of your major/program, describe the mechanisms for assessment. Think of assessing your outcomes on a 4 or 5 year cycle. (If you have 10 outcomes assessing 2 a year is ideal.)

Assessment Cycle

Use one row for each Program outcome. *Your 6-Year assessment schedule can be inserted here, if you've already completed it.*

Program Outcome	To be assessed in semester:	Assessment method (s)	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
LE PSLO1	2018 2020 2022	Review all courses to determine if the meet all POST and STC standards	All program coordinators and department chair	Access to all POST and STC data base files on AHC courses	F/T coordinator	2019 2021 2023
LE PSLO2	2019 2021 2023	Review retention and success rates for all certified course. Compare data to course evaluations	All program coordinators and department chair	Access to LE Tableau reports and instructor, course evaluations	F/T Coordinator	2020 2022 2024

The department chair is responsible for gathering the assessment data and insuring that discussion takes place.

Dissemination of Information

Results will be shared in a special department meeting once a year. This will occur near the end of the academic year as soon as exam data for the year are available. In addition, written summaries will be shared with the Learning Outcomes and Assessment Committee, the dean, and the Vice President, Academic Affairs.

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REVIEW OF
PREREQUISITES
CO-REQUISITES
AND
ADVISORIES
SUMMARY

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2011-2017 LAW ENFORCEMENT PROGRAM REVIEW

During the S2015 through the S2016 semesters, all of the courses under the LE Program underwent an extensive review process which involved a team of Deb Annibali (director), Ken George (coordinator), Kristy Treur (department chair), David Degroot (Articulation officer) and Rebecca Andres (Curriculum Specialist).

All courses are current for:

- Prerequisites
- Co-requisites
- Advisories

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PLAN OF ACTION

PRE-VALIDATION

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DIRECTIONS FOR PLAN OF ACTION – PRE- AND POST-VALIDATION

Directions: Based on interpretations of the data that take into account different program faculty perspective within the program and constraints on available resources, what changes do you propose?

Use these questions as prompts to help develop the Final Plans of Action (Pre- and Post-Validation)

Student Learning Outcomes and Achievement Data

Improve Student Performance

We will continue to evaluate each course of instruction and each instructor in our program to determine we are providing the best education for our students.

Having our instructors AICC certified helps our delivery of information to maximize student performance.

Student Characteristics

Enrollment and Demographic Changes

We need to direct students under the age of 21 to the proper education opportunities. They may not be old enough to attend LE320, but can take the LE330 course and start their career in corrections.

We will continue to reach all students and maintain diversity in our programs.

Educational Environment

Curricular/Co-Curricular Changes, Neighboring College and University Plans, and Community Plans

We plan to add additional courses which will help students succeed in their career paths within their agency. We will focus on course delivery by the best qualified instructors to achieve maximum student success.

We will need additional classroom space and locker room space to meet the increasing student population. Our vehicle fleet needs to be updated to be current with industry trends and maintain student safety.

Resources

Facilities, Equipment, and Staffing

Full-time coordinators and support staff are sorely needed to meet the needs of adding additional courses and serving the increasing student population. These are listed in the Plan of Action.

Equipment and staffing needs are also listed.

**PLAN OF ACTION - PRE-VALIDATION
Six Year**

DEPARTMENT: Public Safety PROGRAM: Law Enforcement Training

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Based on our findings, we are meeting our student learning outcomes and at this time, do not foresee any changes. We do make changes in our course delivery to better enhance the student's learning. Additionally, the majority of our course outlines have strict adherence to POST/STC requirements to maintain industry-wide standardize curriculum. What sets us apart is our realistic training delivery and our focus on student success.	SLS1, SLS2, SLS3, SLS4, SLS5, SLS6	On-going
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RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Enrollment Changes We are looking at developing new courses to help increase student enrollment and meet the needs our local agencies. We have identified several courses that can fulfill a need for local agencies and increase student enrollment.	SLS3, SLS6	2018-2020
Demographic Changes We will continue to reach out and connect with our diverse community through community events and college events.	SLS7, SLS8	On-going

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Curricular Changes We anticipate adding more than 10 new courses to the LE Program that will provide students with more training opportunities and allow our instructors to share their knowledge with the next generation of law enforcement personnel.	IE1, SLS2, IR4	Start in 2018 - 2020
Co-Curricular Changes		
Neighboring College and University Plans		
Related Community Plans Work with the Director of K-12 Partnerships and Cooperative Work Experience to have our students take advantage of earning internship credits during the academy and field training program. This can be a boost to the college, as well as the students.	11, 12	2018

We are currently developing an AA degree program for the LE discipline. We currently conducting research and hope to have progress towards this goal in 2018.

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET
DATE

<p>Facilities</p> <ul style="list-style-type: none"> • Our biggest challenge in the future will be classroom space. Until space is built, we will need to be flexible and creative. In order to meet the needs of the students, adding 2 additional classrooms as soon as possible should be a top priority. • The RTO/Academy Coordinator office needs to be expanded and re-configured to maximize the space and allow for coordinators to share the office space. • Additional male locker room space is needed, as well as proper full-size lockers in both men and women's locker rooms. • A vehicle storage facility is needed to protect the college's investment in training vehicles. • Monitoring cameras for additional classrooms • Dedicated Roadway to the range facility • Emergency exit for range facility • Taller flag pole for range facility • 5 sets of US/CA flags for classrooms • Additional breakroom space for students 	<p>IR4, IR3</p>	<p>Start in 2018</p>
<p>Equipment</p> <ul style="list-style-type: none"> • We need to continue replacing the aging fleet of training vehicles that they represent the current technology in the work force. We have set a plan in place and the replacement cycle needs to be fulfilled. <p>Other equipment needs are:</p> <ul style="list-style-type: none"> • Traffic lights for inner city grid • Additional scenario prop building within the inner city grid • Simulated training weapons • Additional Glock training weapons • 10 additional training shotguns • 10 additional training long rifles • ARCON training bags • EZ-GO cart • Replacement treadmills and Life cycles • Additional Glock training weapons • Upgrades to Force Options Simulator • Upgrades to Driving Simulators 	<p>IR3, IR4</p>	<p>Start in 2018</p>
<p>Staffing</p> <p>Full-time Perishable Skills Coordinator (currently part-time) Full-time Advanced Officer Training Coordinator (currently part-time) Full-time Program Technician (currently part-time assistant) Part-time Academy Coordinator (additional position to assist with work load) Full-time Range facility manager (see attached PSTC Firearms Training Center Business Plan) 2 Full-time Recruit Training Officers</p>	<p>IR1, IR2, IR4, I2</p>	<p>Start in 2018</p>

Program Coordinators are required to complete numerous hours of preparation before a class can be presented. For example, the AOT Coordinator will spend 15 hours preparing for a 40-hour LE351 class. This will include POST certifications, scheduling instructors, preparing a payroll matrix, ordering course materials (also insuring they are current to POST mandates) and then monitoring the class presentation and conducting follow-up evaluations.

An Academy Coordinator will have to coordinate the progress of a 21 week academy class that involves 55+ part-time faculty. This requires a monthly payroll matrix (with continuous modifications), monthly scheduling involving learning domains that required additional staffing, i.e., range days - 5-6 instructors, scenario days - 12-15 instructors, EVOC days - 6-7 instructors. This course runs 9 hours a day for 21 weeks and very labor intensive.

This will also apply to the Core Corrections Academy Instructor, but at a lesser level, since each academy class is only 6 weeks in length.

For the Perishable Skills Coordinator, all of his courses require multiple instructors, payroll matrix, working with contract agreements and keeping everything current with POST standards and mandates. For every hour of course presentation, requires an hour of course preparation.

EXHIBIT 1
STUDENT DATA SUMMARY

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STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

Basic Academy – 1) Excellent coordinators and instructors. 2) Excellent Recruit Training Officers. 3) Program safety.

Advanced Officer Training – 1) Course Instructors. 2) Learning environment. 3) Student involvement.

Perishable Skills – 1) Realistic training environment. 2) Course Instructors. 3) Training facilities.

CORE Academy – 1) Course instructors

We will continue to find the best instructors available to provide the best learning environment for our students.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

Basic Academy – 1) Academy class schedule. 2) Equipment condition. 3) Equipment issuance and reliability.

Advanced Officer Training – 1) Instructor not clearly explaining course objectives. 2) Not making the subject interesting. 3) Instructor preparedness.

Perishable Skills – 1) Condition of equipment (vehicles).

CORE Academy – 1) Not enough time for each block of instruction

We do need to upgrade some of our training equipment and academy vehicles. We are continuing to work with our instructors to provide the best training possible. The majority have full-time jobs in the work place and this make impact their class preparation.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self-study team. What planning implications will result from this information?

Refer to attached 2017 SGID Report

SUMMARY COMMENTS of the SGID FACILITATOR

Please write a short summary of your impressions gained during the class visit and in your discussions with the instructor.

I conducted an SGID review on LE 320 on Thursday March 2. Professor Ken George introduced me to the class and departed at 4 pm. I explained the SGID process to the students and they worked in groups of 4 at the tables at which they were already seated. After about 15 minutes, students had worked through each of the three questions and I began collecting their remarks. While responses were a little formal at first, students soon got into the spirit of identifying positive aspects of the class and aspects that could be improved. There was a very high degree of quick assent to most comments.

Students were concerned about their perceived mismatch between POST mandated topics and the proportion of time devoted to the topic in the academy. Students also seemed to generally wish they were subject to increased testing as a way to assure themselves that they are studying effectively and mastering material appropriately. The one topic about which the class was divided, about half and half, was the relative importance attached to drill and ceremony, which many students regard as less relevant (not irrelevant) to the work they will ultimately do. Other students argued the current proportion is about right.

Even areas in which students identified room for improvement, the overall respect students expressed for the program, the facility and (especially) the faculty in general and Professor George in particular, was quite striking. The evaluation took just under an hour, and Professor George returned to the class just before 5 pm.

Richard Malton
Signature of Facilitator

6 March 2017
Date

Ken George
Signature of Instructor

SGID Facilitator's Report

Instructor: Ken George _____ Semester: Spring 2017

Instructor's Signature: *Ken George*
Date: 6 March 2017

Date of Visit: 2 March 2017

Name of Facilitator: Richard Mahon

Facilitator's Signature: _____

Course Number & Title: LE 320

Date: _____

Number of Students Present: 28

Student Comments:

Positive Aspects of the Class	Areas for Improvement	Suggestions for Bringing about Improvement
<ul style="list-style-type: none"> • Pressure for attention to detail • Overall knowledge growth • Structure of the academy • Communication, liaison to TAC when not in RTO mode • Treated with respect • Accommodation for unexpected issues • Getting students in shape • someone is always available • Variety of instructors • Facilities & equipment • Professionalism • Uplifting • [faculty will] Stay later, flexible • Practical experience of faculty 	<ul style="list-style-type: none"> • More hands-on • PT training more applicable to job • More tools to gauge progress learning • Better weight room (guidance), how to use equipment • More study time • Cursory coverage/high expectations • More time with simulators • More consistency with memoranda/report writing • "corrections" [students corrected for correct data] • more stretching time • website • less lecture/more participation • amount/density of material • more locker space (for men) • more cambelbacks & sweatshirts • imbalance in class to tested content • bookwork/real life balance • POST vs. program priorities • Crooked polo shirt printing 	<ul style="list-style-type: none"> • More regulars quizzes, review days • Non-graded quizzes after each LD • Memos <u>and</u> report citations • More scenario time scheduling • Proportionality of drill & ceremony [class split about 50-50 on this] • Better fit of PT training to workforce needs • Facility access during off-hours • Focus extra time on post-test areas • 4/10 scheduling

Instructor's Response to SGID Evaluation

A brief description of students' suggestions for improvement as listed on previous page	Instructor's initial response prior to class discussion	Action the instructor will take after class discussion
1. More regular quizzes, review days.	With POST (Peace Officers Standards and Training) changing the test format, from 26 tests to 3 comprehensive test, it challenges our ability to test learning comprehension.	Working on developing quizzes for each tested workbook. So far, 5 have been completed.
2. Non-graded quizzes after each LD	Same as above	Same as above
3. Memos and report citations	Assuming recruits do like memos.	After discussing with recruit, agree to seek a balanced number for recruits to have and maintain learning. Set standards with RTO staff.
4. More scenario time scheduling	We offer more than twice what POST recommends.	POST recommends 27 hours of scenario prep time and we provide over 50 hours during the course of the academy. On the first scenario test day, we had no failures and the recruits felt they were well prepared, but still wanted more time.
5. Proportionality of drill & ceremony time	Time is initially spend on marching and stress inoculation, but later turns into mentoring and training time.	Recruit are beginning to see the transition, which normally happens in week eight of the twenty-one week academy. End of class student evaluations reveal we have a good balance, once they understand the purpose.
6. Better fit of PT training to workforce needs	This transition happens mid-way through the academy. Recruits need to be beyond the basic conditioning phase before we focus on job related needs	Discussion with students so they understand the transition. We joked that if we wanted true job related PT, then we would wait until they just finished lunch after sitting in class for hours (like driving around in a car) and then take off in a full sprint for one mile, then grapple with a suspect for five minutes. This might get a lot of students hurt. We do have other planned job-related routines in the second half of the academy.

7. Facility access during off-hours	We were told by administration this was a liability.	Students have always wanted off-hours access to practice scenarios, use the weight room after class, etc. I agree with this, but told it was a liability issue. All students have signed liability waivers. I see they need a safe place to practice and out of the public eye.
8. Focus extra time on POST test areas.	Not sure what they need.	Students understand we actually provide more time than POST requires and are ok with the current system.
9. 4/10 scheduling	Always thought of a good option.	Students understand this would require buy-in from the advisory council, since impacts various agencies and department MOU's. Will bring it up at next advisory council.


Ken George

March 21, 2017

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EXHIBIT 2
STUDENT DATA COLLECTION

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STUDENT DATA COLLECTION

Student input regarding the discipline/program can be obtained in many different ways. If you choose to use a written survey, the following survey **must** be used. The survey questions were developed by faculty, deans, and institutional research. You may add or delete any of the **optional** or **background** questions or add other questions relevant to your program. Once you have completed your edits, you may send the survey to Institutional Research and Planning for development of the actual survey form and production of the copies. You may, if you prefer, contact personnel in Institutional Research and Planning to assist you with the development of the survey.

Institutional Research & Planning will provide a link to an online version and a PDF file for a hard copy version of the final survey. Programs are responsible for administering the survey. If the survey is conducted in paper form, please check with IRP about the type of paper that must be requested when having the survey printed. If the survey is conducted in paper form, the responses need to be scanned into the Class Climate system; the dean's secretaries have received training for doing this task. IRP does not have a scanner nor clerical support to assist with data entry. After the responses are entered into the survey system, IRP will analyze the results and generate a report with the findings

In addition to or in place of the survey, faculty may choose to use an SGID approach or meet with students in focus groups. When developing the structure for an SGID or focus groups, the emphasis needs to be on the program/discipline. Additionally, remember you are seeking information that will be meaningful to you in terms of the self study.

Whatever tool you choose to use, keep in mind that the appropriate academic dean must approve the methodology no later than the first week in October.

OPTION: You may choose to gather the student data during the academic year preceding the program review. This would be done in conjunction with the course review process. (See Program Review – Course Review Resource Guide.)

LAW ENFORCEMENT PROGRAM REVIEW
Student Survey of 3 Classes IN 2017 (LE320, LE424, LE424)

Please answer the following questions as they pertain to your experience in this course in the LE Program.

Please indicate how satisfied you are, in general, with the following aspects of the LE Program

Please fill in the bubbles completely with a pen or pencil.	Highly Satisfied	Moderately Satisfied	Not at all Satisfied	No Opinion
1. Quality of instruction within the program	66%	30%	4%	0%
2. The way textbooks and other materials used in courses within the program help me learn	50%	29%	20%	1%
3. Advice about the program from counselors	42%	14%	15%	0%
4. The way this program meets your educational goals	67%	21%	8%	0%
5. Contribution towards your intellectual growth	62%	32%	4%	0%
6. Clarity of course goals and learning objectives	67%	29%	3%	0%
7. Feedback and assessment of progress towards learning objectives	57%	30%	8%	0%
8. The availability of courses offered in the program	59%	21%	9%	1%
9. The content of courses offered in the LE Program	59%	29%	8%	0%
10. The coordination of courses offered in the LE Program and courses offered in other departments that may be required for your major	61%	24%	3%	0%
11. The physical facilities and space (e.g., classrooms, labs)	76%	20%	3%	0%
12. Instructional equipment (e.g., computers, lab equipment)	74%	21%	5%	0%
13. Presentation of classes via the college's Blackboard course management system	53%	17%	8%	0%
14. Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	41%	9%	6%	0%
15. Availability of appropriate resources in the libraries	43%	8%	5%	0%

OPTIONAL QUESTIONS:

1. Which of the following best describes your reason for taking this and other courses in the LE Program.

Recommended by a counselor – 4%
 Recommended by a friend – 6%
 Other – 40%

To meet general education requirements - 48%
 Offered at a convenient time – 2%

Student Data and Course Evaluations

Basic Academy – student success is defined as completion of the program and entry level employment in the law enforcement workforce. Based on statistics from the past fourteen academy classes:

<u>Academy Class</u>	<u>Semester</u>	<u># Started</u>	<u># Graduated</u>	<u># Hired</u>	<u>* Employed %</u>
Class 100	S2011	26	19	4	21%
Class 101	F2011	22	16	2	13%
Class 102	S2012	24	17	3	18%
Class 103	F2012	28	19	1	05%
Class 104	S2013	34	24	11	46%
Class 105	F2013	35	25	14	56%
Class 106	S2014	39	28	19	68%
Class 107	F2014	33	24	23	95%
Class 108	S2015	24	19	16	84%
Class 109	F2015	20	16	12	75%
Class 110	S2016	24	21	20	95%
Class 111	F2016	31	29	25	86%
Class 112	S2017	35	27	26	96%
Class 113	F2017	27	24	22	92%

*Percentage of graduating class who entered the work force in a law enforcement agency directly after graduation.

The academy coordinator who ran the program up to the middle of S2013 did not vet the independent recruits very well. Many entered the program with little hope of achieving employment with a law enforcement agency because of past issues that barred them from passing a background investigation.

Deb Annibali took over the program in mid-S2013 and began a mentoring program and stressed ethical standards within the program and with the students. In F2014, Ken George became the program coordinator and required the independents to complete the POST Personal History Statement (background) and an interview process to apply to the program as an independent. This resulted in qualified recruits entering the program and therefore increasing the percentage of recruits gaining employment.

Another contributing factor is that from S2011 through F2012, many departments were not sponsoring entry level recruits because of budget issues. In 2013, the job market improved and more sponsored recruits were being sent to the academy, therefore impacting the percentage of recruits being employed upon graduation. With a continued healthy job market, combined with proper vetting of independent recruits, has resulted in greater student success.

The following is a sampling of graduating recruits. At the end of each academy class, they complete a survey via Survey Monkey:

Course: LE320 Class 109 Final Academy Survey via Survey Monkey	F2015			
	<i>Excel</i>	<i>A Avg</i>	<i>Avg</i>	<i>B Avg</i>
<i>Rating Scale (excellent – below average)</i>				
Academy program director	14	2	0	0
Academy program coordinators	16	0	0	0
Equipment issuance and availability	11	4	1	0
TAC (Recruit Training Officer)	16	0	0	0

Academy Class Schedule	9	6	1	0
Equipment condition	1	10	4	1
Public safety facilities	15	1	0	0
Program safety	15	1	0	0
Overall quality of academy instructors	16	0	0	0
Overall quality of academy program	15	1	0	0
Course: LE320 Class 110 Final Academy Survey via Survey Monkey		S2016		
Rating Scale (excellent – below average)	Excel	A Avg	Avg	B Avg
Academy program director	16	5	0	0
Academy program coordinators	20	1	0	0
Equipment issuance and availability	11	8	2	0
TAC (Recruit Training Officer)	19	1	1	0
Academy Class Schedule	9	12	0	0
Equipment condition	4	12	5	0
Public safety facilities	18	3	0	0
Program safety	20	1	0	0
Overall quality of academy instructors	18	3	0	0
Overall quality of academy program	19	2	0	0
Course: LE320 Class 112 Final Academy Survey via Survey Monkey		S2017		
Rating Scale (excellent – below average)	Excel	A Avg	Avg	B Avg
Academy program director	24	3	0	0
Academy program coordinators	26	1	0	0
Equipment issuance and availability	17	7	3	0
TAC (Recruit Training Officer)	24	3	0	0
Academy Class Schedule	11	14	2	0
Equipment condition	17	7	3	0
Public safety facilities	21	5	1	0
Program safety	25	2	0	0
Overall quality of academy instructors	22	5	0	0
Overall quality of academy program	22	5	0	0
Course: LE320 Class 113 Final Academy Survey via Survey Monkey		F2017		
Rating Scale (excellent – below average)	Excel	A Avg	Avg	B Avg
Academy program director	18	6	0	0
Academy program coordinators	24	0	0	0
Equipment issuance and availability	19	4	1	0
TAC (Recruit Training Officer)	24	0	0	0
Academy Class Schedule	18	6	0	0
Equipment condition	13	8	3	0
Public safety facilities	21	3	0	0
Program safety	24	0	0	0
Overall quality of academy instructors	20	4	0	0
Overall quality of academy program	24	0	0	0

The Core Corrections Academy - student success is defined as completion of the program and entry level employment in the law enforcement workforce. Based on statistics from the pass ten academy classes:

<u>Academy Class</u>	<u>Semester</u>	<u># Started</u>	<u># Graduated</u>	<u># Hired</u>	<u>* Employed %</u>
Class 1	Su2016	23	22	22	100%
Class 2	S2017	35	19	19	100%
Class 3	F2017	14	13	13	100%

*Percentage of graduating class who entered the work force in a law enforcement agency directly after graduation.

Class #3 had one independent recruit, but he dropped during the first week due to financial reasons. Corrections is a very healthy job market which is why all have been employed prior to starting the academy.

Student surveys upon graduation:

Course LE330 Class 3 Course Evaluations (randomly selected)	F2017				
<u>Rating Criteria (strongly disagree – strongly agree)</u>	<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
Learning objective applicable for job success	0%	0%	0%	28%	72%
Learning objectives applicable to improve job performance	0%	0%	0%	23%	77%
Facilities/classroom conducive to the learning experience	0%	0%	0%	13%	87%
Course content relevant to the audience	0%	0%	3%	15%	82%
Length of course appropriate to its content	0%	0%	3%	25%	72%
Course organization conducive to learning	0%	0%	3%	18%	79%
Classroom activities were relevant to course content	0%	0%	0%	18%	82%
Course materials were relevant to performance objectives	0%	0%	3%	18%	79%
Electronic media was relevant to the course	0%	0%	0%	20%	80%
Instructors demonstrated knowledge of subject matter/content	0%	0%	0%	8%	92%
Instructors demonstrated excellent training/teaching skills	0%	0%	0%	10%	90%
Overall rating of course as an excellent learning experience	0%	0%	0%	18%	82%

Advanced Officer Training – Focuses on development of skills necessary for continued employment within the employees department. A majority of training is for those already employed, but we do offer classes for those wanting to enter a career field, i.e., dispatcher, probation officer, ASH officer. We evaluate each section offered and depend on the feedback from the students via the course evaluation process. We believe we have some of the best instructors within our program. Our instructors who teach the LE424 course have some of the highest testing scores in the state.

Student evaluations from randomly selected course offerings:

Course: LE318 Traffic Investigation (11 responses)	S2013				
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	9	2	0	0	0
Instructor seems to enjoy teaching	11	0	0	0	0
I understand the instructor's explanation	9	2	0	0	0
Instructor encourages questions/comments	9	1	1	0	0
Instructor makes learning subject interesting	11	0	0	0	0
Instructor clearly explains objectives	9	2	0	0	0
Instructor encourages class discussion	10	1	0	0	0
Overall, I think this instructor is a good teacher	11	0	0	0	0

Course: LE318 Traffic Collision Investigation (7 responses)		S2016			
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	5	2	0	0	0
Instructor seems to enjoy teaching	7	0	0	0	0
I understand the instructor's explanation	7	0	0	0	0
Instructor encourages questions/comments	7	0	0	0	0
Instructor makes learning subject interesting	6	1	0	0	0
Instructor clearly explains objectives	6	1	0	0	0
Instructor encourages class discussion	7	0	0	0	0
Overall, I think this instructor is a good teacher	7	0	0	0	0

Course: LE351 Field Training Officer (67 responses, 4 instructors)		S2012			
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	26	37	3	1	0
Instructor seems to enjoy teaching	30	26	10	1	0
I understand the instructor's explanation	29	34	2	0	0
Instructor encourages questions/comments	32	30	4	1	0
Instructor makes learning subject interesting	26	23	16	1	0
Instructor clearly explains objectives	21	34	12	0	0
Instructor encourages class discussion	30	36	0	1	0
Overall, I think this instructor is a good teacher	25	31	9	2	0

Course: LE351 Field Training Officer (99 responses, 4 instructors)		S2015			
Rating Scale (excellent – needs improvement)		Excel	Good	NI	N/A
Content – Covered Useful Material		73	26	0	0
Content – Practical to my needs and interests		71	28	0	0
Content – Well organized		77	22	0	0
Content – Presented at the right level		77	22	0	0
Content – Effective activities		71	26	2	0
Content – Useful visual aids and handouts		72	26	1	0
Presentation – Instructor's knowledge		85	14	0	0
Presentation – Instructor's presentation style		74	23	2	0
Presentation – Instructor covered material clearly		81	18	0	0
Presentation – Instructor responded well to questions		84	15	0	0
Overall Rating of course		84	15	0	0

Course: LE352 Field Training Officer Update (35 responses)		S2014			
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	28	7	0	0	0
Instructor seems to enjoy teaching	25	9	1	0	0
I understand the instructor's explanation	29	4	2	0	0
Instructor encourages questions/comments	27	8	0	0	0
Instructor makes learning subject interesting	21	12	2	0	0
Instructor clearly explains objectives	15	17	3	0	0
Instructor encourages class discussion	29	6	0	0	0
Overall, I think this instructor is a good teacher	27	8	0	0	0

SHARE w/ INSTRUCTORS

Course: LE352 Field Training Officer Update (42 responses)		F2017			
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	33	9	0	0	0
Instructor seems to enjoy teaching	31	11	0	0	0
I understand the instructor's explanation	32	10	0	0	0
Instructor encourages questions/comments	35	7	0	0	0
Instructor makes learning subject interesting	29	12	0	1	0
Instructor clearly explains objectives	29	12	1	0	0
Instructor encourages class discussion	34	8	0	0	0
Overall, I think this instructor is a good teacher	28	13	1	0	0
Course: LE353 Field Training Officer SAC (25 responses)		S2013			
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	21	4	0	0	0
Instructor seems to enjoy teaching	20	5	0	0	0
I understand the instructor's explanation	23	2	0	0	0
Instructor encourages questions/comments	23	2	0	0	0
Instructor makes learning subject interesting	18	7	0	0	0
Instructor clearly explains objectives	19	6	0	0	0
Instructor encourages class discussion	23	2	0	0	0
Overall, I think this instructor is a good teacher	22	3	0	0	0
Course: LE355 Leadership Development (20 responses)		F2012			
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	20	0	0	0	0
Instructor seems to enjoy teaching	20	0	0	0	0
I understand the instructor's explanation	20	0	0	0	0
Instructor encourages questions/comments	20	0	0	0	0
Instructor makes learning subject interesting	20	0	0	0	0
Instructor clearly explains objectives	20	0	0	0	0
Instructor encourages class discussion	20	0	0	0	0
Overall, I think this instructor is a good teacher	20	0	0	0	0
Course: LE355 Leadership Development (46 responses)		F2013			
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	37	9	0	0	0
Instructor seems to enjoy teaching	39	7	0	0	0
I understand the instructor's explanation	36	10	0	0	0
Instructor encourages questions/comments	39	7	0	0	0
Instructor makes learning subject interesting	34	12	0	0	0
Instructor clearly explains objectives	30	16	0	0	0
Instructor encourages class discussion	36	10	0	0	0
Overall, I think this instructor is a good teacher	38	8	0	0	0

Course: LE356 Crime Scene Investigation (32 responses)		F2013			
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	30	2	0	0	0
Instructor seems to enjoy teaching	31	1	0	0	0
I understand the instructor's explanation	30	2	0	0	0
Instructor encourages questions/comments	30	2	0	0	0
Instructor makes learning subject interesting	30	2	0	0	0
Instructor clearly explains objectives	29	3	0	0	0
Instructor encourages class discussion	29	3	0	0	0
Overall, I think this instructor is a good teacher	31	1	0	0	0

Course: LE356 Crime Scene Investigation (9 responses) S2014					
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	8	1	0	0	0
Instructor seems to enjoy teaching	8	1	0	0	0
I understand the instructor's explanation	8	1	0	0	0
Instructor encourages questions/comments	8	1	0	0	0
Instructor makes learning subject interesting	8	1	0	0	0
Instructor clearly explains objectives	8	1	0	0	0
Instructor encourages class discussion	8	1	0	0	0
Overall, I think this instructor is a good teacher	8	1	0	0	0

Course: LE357 AICC Academy Instructor Certification Course (78 responses) S2015					
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	34	32	10	2	0
Instructor seems to enjoy teaching	36	40	2	0	0
I understand the instructor's explanation	31	27	12	8	0
Instructor encourages questions/comments	35	39	4	0	0
Instructor makes learning subject interesting	30	29	15	4	0
Instructor clearly explains objectives	31	26	10	9	2
Instructor encourages class discussion	35	39	4	0	0
Overall, I think this instructor is a good teacher	34	31	8	5	0

*This was the first time we held LE357 and it was a rough start. We changed some of the instructors and made some changes based on the student surveys.

Course: LE357 AICC Academy Instructor Certification Course (29 responses) S2017					
Rating Scale (excellent – needs improvement)		Excel	Good	NI	N/A
Content – Covered Useful Material	25	4	0	0	0
Content – Practical to my needs and interests	24	5	0	0	0
Content – Well organized	25	4	0	0	0
Content – Presented at the right level	27	2	0	0	0
Content – Effective activities	25	4	0	0	0
Content – Useful visual aids and handouts	23	6	0	0	0
Presentation – Instructor's knowledge	26	3	0	0	0
Presentation – Instructor's presentation style	26	3	0	0	0
Presentation – Instructor covered material clearly	27	2	0	0	0
Presentation – Instructor responded well to questions	27	2	0	0	0
Overall Rating of course	24	5	0	0	0

Course: LE371 Arrest & Control Instructor (14 responses)		S2015			
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	14	0	0	0	0
Instructor seems to enjoy teaching	13	1	0	0	0
I understand the instructor's explanation	13	1	0	0	0
Instructor encourages questions/comments	13	1	0	0	0
Instructor makes learning subject interesting	13	1	0	0	0
Instructor clearly explains objectives	13	1	0	0	0
Instructor encourages class discussion	13	1	0	0	0
Overall, I think this instructor is a good teacher	14	0	0	0	0

Course: LE421 Complaint Dispatcher Course (111 responses)		S2017			
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	60	41	10	0	0
Instructor seems to enjoy teaching	80	28	3	0	0
I understand the instructor's explanation	62	44	5	0	0
Instructor encourages questions/comments	72	28	11	0	0
Instructor makes learning subject interesting	66	39	8	0	0
Instructor clearly explains objectives	59	44	8	0	0
Instructor encourages class discussion	75	24	11	1	0
Overall, I think this instructor is a good teacher	73	24	3	0	1

*We had a replacement instructor for the fire critical incident section. This resulted in the some of the lower ratings. That instructor is no longer being used.

Course: LE424 PC832 Arrest Course (26 responses)		S2017			
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	26	0	0	0	0
Instructor seems to enjoy teaching	26	0	0	0	0
I understand the instructor's explanation	26	0	0	0	0
Instructor encourages questions/comments	26	0	0	0	0
Instructor makes learning subject interesting	26	0	0	0	0
Instructor clearly explains objectives	26	0	0	0	0
Instructor encourages class discussion	26	0	0	0	0
Overall, I think this instructor is a good teacher	26	0	0	0	0

Course: LE425 PC832 Firearms (23 responses)		S2013			
Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	23	0	0	0	0
Instructor seems to enjoy teaching	22	1	0	0	0
I understand the instructor's explanation	22	1	0	0	0
Instructor encourages questions/comments	20	3	1	0	0
Instructor makes learning subject interesting	21	2	0	0	0
Instructor clearly explains objectives	21	2	0	0	0
Instructor encourages class discussion	21	2	0	0	0
Overall, I think this instructor is a good teacher	23	0	0	0	0

Course: LE425 PC832 Firearms (13 responses) F2017

Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	9	4	0	0	0
Instructor seems to enjoy teaching	13	0	0	0	0
I understand the instructor's explanation	11	2	0	0	0
Instructor encourages questions/comments	12	1	1	0	0
Instructor makes learning subject interesting	13	0	0	0	0
Instructor clearly explains objectives	13	0	0	0	0
Instructor encourages class discussion	13	0	0	0	0
Overall, I think this instructor is a good teacher	13	0	0	0	0

Course: LE426 Tactical Patrol Rifle (26 responses) F2017

Rating Scale (Strongly Agree – Strongly Disagree)	SA	A	D	SD	N/A
Instructor seems well prepared for the class	24	2	0	0	0
Instructor seems to enjoy teaching	23	1	0	0	0
I understand the instructor's explanation	19	5	0	0	0
Instructor encourages questions/comments	23	1	1	0	0
Instructor makes learning subject interesting	23	1	0	0	0
Instructor clearly explains objectives	22	2	0	0	0
Instructor encourages class discussion	23	1	0	0	0
Overall, I think this instructor is a good teacher	22	2	0	0	0

Course: LE427 Bicycle Patrol Course (12 responses) S2016

Rating Scale (excellent – needs improvement)	Excel	Good	NI	N/A
Content – Covered Useful Material	12	0	0	0
Content – Practical to my needs and interests	10	2	0	0
Content – Well organized	8	4	0	0
Content – Presented at the right level	10	2	0	0
Content – Effective activities	10	2	0	0
Content – Useful visual aids and handouts	8	4	0	0
Presentation – Instructor's knowledge	10	2	0	0
Presentation – Instructor's presentation style	10	2	0	0
Presentation – Instructor covered material clearly	11	1	0	0
Presentation – Instructor responded well to questions	11	1	0	0
Overall Rating of course	11	1	0	0

The program also contracts with the Atascadero State Hospital to train their police personnel. This has expanded to three section offerings a year with 50 students per class. LE329 has been a very successful course and now we train hospital police state-wide. **With this success, comes the added responsibilities placed on the AOT coordinator, which is a part-time position.**

Perishable Skills Training – Focuses on required training by all in-service peace officers in perishable skills; driving, arrest and control, use of force. All peace officers are required to complete 24 hours of perishable skills every two years. It is common to hear student express how well the training was and valuable to their success in the law enforcement field.

JULY 1, 2014 - JUNE 30, 2015

SEMINAR	STUDENTS
LEDS/FOS/ARCON/EVOC - each 4 Hours	340
LAW ENFORCEMENT Program Code 70102120	340

AGENCIES/COMPANIES SERVED

- AHC Police Department
- Arroyo Grande Police Department
- Atascadero Police Department
- CA Department of State Hospitals - Atascadero
- CA Conf. of Arson Investigators
- Cuesta College Police Department
- Grover Beach Police Department
- Guadalupe Police Department
- Lompoc Police Department
- Morro Bay Police Department
- Paso Robles Police Department
- Pismo Beach Police Department
- San Luis Obispo Police Department
- Santa Barbara County Sheriff's Office
- Santa Barbara City Police Department
- Santa Maria Police Department
- UC Santa Barbara Police Department
- US Dept. of Justice

July 1, 2016 - June 30, 2017

SEMINAR	STUDENTS
ARCON - 4 HOUR	64
ARCON/BATON - 8 HOUR	30
CUSTODY ACADEMY	15
DEFENSIVE DRIVING	50
EVOC - 4 HOUR	111
EVOC - 8 HOUR	29
EVOC - 40 HOUR	48
FOS - 4 HOUR	111
LEDS - 4 HOUR	63
SKID CAR	5

LAW ENFORCEMENT

Program Code 70102120

526

AGENCIES/COMPANIES SERVED

AHC Police Department
Anaheim Police Department
Arroyo Grande Police Department
Baldwin Park Police Department
Brea Police Department
Buena Park Police Department
CA Department of State Hospitals - Atascadero
Covina Police Department
Downey Police Department
Gardena Police Department
Grover Beach Police Department
Irvine Police Department
Orange County Sheriff's Department
Paso Robles Police Department
Pismo Beach Police Department
Redondo Beach Police Dept
San Luis Obispo County Sheriff's Office
Santa Barbara City Police Department
Santa Barbara County Air Pollution Control Board
Santa Barbara County District Attorney's Office
Santa Barbara County Sheriff's Office
Santa Maria Police Department
Shafter Police Department
UCSB Police Department
Ventura County Sheriff's Office
Whittier Police Department
US Dept. of Justice

July 1, 2016 - June 30, 2017

SEMINAR	STUDENTS
EVOC - 8 HOUR	12
EVOC - 40 HOUR	11
FOS - 4 HOUR & EVOC - 4 HOUR	324
SKID CAR	4
LAW ENFORCEMENT	
Program Code 70102120	351

AGENCIES/COMPANIES SERVED

CAL POLY University Police Department
Long Beach Police Department

Redondo Beach Police Dept

San Luis Obispo County Probation Office

San Luis Obispo County Sheriff's Office

Santa Barbara City Police Department

Santa Barbara County District Attorney's Office

Santa Barbara County Sheriff Search & Rescue

Santa Barbara County Sheriff's Office

Ventura County Sheriff's Office

EXHIBIT 3

STATISTICS

Tableau & eLumin Data

Attachment A – Retention & Success by Demographics

Attachment B – Headcount, Enrollment, Retention, Success

Attachment C – Degrees and Certificates

Attachment D – Course

Attachment E – SLO Performance Report

Attachment F – SLO Data Annual Update

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Retention & Success by Demographics LE

Retention % Success %

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Headcount	438.0	68.0	352.0	405.0	106.0	428.0	421.0	61.0	445.0
FTEs	50.8	2.7	45.4	44.4	13.4	49.5	69.7	1.4	80.7

age_category	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Under 19	100%		63%	60%	0%	20%	100%	0%	80%
20-24	89%	79%	90%	91%	85%	85%	94%	81%	85%
25-29	94%	77%	91%	93%	97%	86%	94%	85%	95%
30-34	97%	90%	98%	95%	94%	96%	100%	80%	95%
35-39	98%	100%	98%	98%	100%	95%	98%	100%	98%
40-49	98%	89%	100%	99%	100%	98%	99%	100%	98%
50+	97%	100%	97%	96%	100%	100%	99%	100%	100%

Gender	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Female	89%	57%	90%	94%	93%	89%	97%	50%	94%
Male	98%	87%	97%	98%	94%	99%	98%	86%	96%

Enrollment Status	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
First Time Student	100%	83%	85%	86%	91%	91%	97%	78%	93%
First Time Transfer	97%	88%	98%	98%	95%	98%	97%	89%	95%
Continuing	92%	70%	97%	97%	96%	92%	97%	75%	96%
Returning	98%	95%	98%	100%	93%	95%	98%	86%	96%

ETHNICITY	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Asian	100%	100%	100%	100%	100%	99%	100%	100%	100%
Black	100%	100%	100%	100%		82%	100%	100%	94%
Filipino	100%		100%	100%	100%	76%	100%		100%
Hispanic	91%	72%	91%	96%	90%	96%	98%	73%	92%
Native Am	91%	50%	100%	100%	100%	100%	90%		100%
Other			100%			100%			100%
Pacific Islander	100%		100%	100%		100%	100%	100%	86%
Unknown	100%	100%	100%	100%			100%		100%
White	97%	91%	96%	97%	96%	95%	97%	89%	97%
0			100%						

Retention & Success by Demographics LE

Retention % Success %

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Headcount	306.0	288.0	296.0	354.0	438.0	227.0	469.0	388.0	295.0	289.0	62.0
FTEs	69.8	1.9	71.4	59.1	4.0	49.6	72.3	4.1	75.6	104.7	4.9

age_category	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Under 19			33% 67%	100% 100%		50% 50%	100% 100%	100% 100%			
20-24	84%	100%	69%	85%	100%	90%	90%	100%	98%	94%	100%
25-29	92%	100%	94%	98%	100%	95%	96%	100%	97%	96%	100%
30-34	100%	100%	85%	95%	100%	94%	99%	100%	100%	100%	96%
35-39	93%	100%	96%	96%	100%	88%	100%	100%	100%	87%	100%
40-49	99%	100%	97%	99%	100%	100%	99%	89%	98%	100%	100%
50+	100%	100%	100%	99%	100%	100%	100%	75%	100%	100%	100%

Gender	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Female	94%	100%	88%	94%	100%	96%	97%	100%	99%	99%	100%
Male	95%	100%	88%	97%	100%	93%	98%	93%	99%	97%	98%

Enrollment Status	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
First Time Student	96%		77%	96%	100%	93%	96%	87%	95%	100%	100%
First Time Transfer	96%	100%	92%	93%	100%	93%	97%	100%	98%	97%	100%
Continuing	97%	100%	87%	94%	100%	93%	97%	100%	95%	96%	100%
Returning	91%	100%	88%	99%	100%	97%	99%	94%	100%	96%	96%

ETHNICITY	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Black	100%		83%	100%	100%	75%	100%	100%	100%	100%	100%
Filipino	100%	100%	100%	100%		100%	100%	100%	100%	90%	100%
Hispanic	94%	100%	82%	84%	100%	94%	98%	100%	96%	98%	94%
Native Am	100%	100%	80%	100%	100%	100%	100%	100%	100%	100%	
Other			100%								
Pacific Islander				100%		100%	100%		100%	100%	
Unknown	100%		100%	100%							
White	95%	100%	90%	97%	100%	95%	98%	87%	100%	97%	100%
0						100%			100%	100%	100%
Grand Total	95%	100%	88%	96%	100%	94%	98%	82%	99%	97%	98%

Retention & Success by Demographics All

Retention % Success %

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Headcount	12,689	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922
FTEs	4,162	1,072	3,905	3,879	1,001	3,775	3,813	976	3,852

age_category	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Under 19	85% 83%	78% 89%	67% 89%	66% 88%	82% 89%	68% 89%	67% 87%	81% 88%	67% 89%
20-24	85% 82%	72% 86%	66% 85%	67% 84%	76% 90%	67% 85%	69% 86%	77% 88%	70% 88%
25-29	72% 86%	70% 84%	71% 86%	72% 86%	74% 88%	71% 85%	70% 85%	77% 87%	73% 86%
30-34	74% 86%	73% 82%	73% 88%	74% 85%	76% 88%	76% 87%	74% 87%	70% 84%	76% 86%
35-39	76% 87%	75% 81%	76% 88%	76% 86%	72% 87%	74% 85%	76% 86%	73% 86%	76% 85%
40-49	79% 85%	72% 83%	75% 87%	75% 87%	75% 87%	77% 89%	79% 88%	76% 86%	77% 87%
50+	78% 87%	76% 81%	75% 85%	76% 87%	74% 86%	80% 86%	80% 86%	79% 87%	78% 83%

Gender	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Female	88% 87%	74% 85%	69% 85%	69% 84%	76% 89%	70% 86%	70% 85%	77% 89%	71% 84%
Male	69% 85%	75% 83%	69% 88%	69% 86%	79% 89%	69% 87%	71% 87%	77% 86%	76% 87%

Enrollment Status	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
First Time Student	88% 89%	76% 87%	64% 89%	64% 80%	79% 83%	64% 88%	68% 84%	78% 82%	65% 89%
First Time Transfer	74% 89%	76% 85%	77% 82%	68% 83%	81% 81%	68% 87%	69% 87%	82% 87%	76% 81%
Continuing	69% 84%	74% 85%	70% 86%	70% 85%	76% 88%	72% 85%	71% 83%	76% 88%	72% 86%
Returning	76% 84%	71% 83%	62% 82%	65% 84%	73% 89%	66% 87%	69% 86%	74% 86%	68% 84%
Concurrent	85% 83%	89% 87%	82% 86%	88% 87%	92% 87%	86% 84%	86% 84%	88% 87%	88% 87%

ETHNICITY	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Asian	71% 86%	77% 89%	76% 88%	76% 84%	87% 93%	78% 88%	75% 97%	84% 82%	76% 86%
Black	62% 81%	71% 86%	64% 87%	59% 81%	70% 86%	64% 87%	60% 83%	67% 85%	61% 84%
Filipino	69% 83%	78% 84%	72% 83%	66% 82%	78% 80%	71% 84%	75% 89%	76% 89%	70% 86%
Hispanic	64% 83%	72% 84%	65% 86%	65% 83%	74% 86%	66% 86%	67% 86%	75% 86%	67% 86%
Native Am	64% 83%	68% 86%	64% 81%	67% 83%	72% 92%	69% 84%	66% 85%	76% 86%	68% 86%
Other	63% 91%	100% 100%	100% 100%	100% 50%		100% 100%	100% 100%	100% 100%	100% 100%
Pacific Islander	69% 83%	70% 82%	71% 87%	65% 86%	84% 94%	67% 89%	69% 87%	72% 86%	62% 87%
Unknown	72% 84%	67% 67%	76% 85%	100% 100%	100% 100%		100% 100%		100% 100%
White	75% 83%	77% 87%	73% 88%	75% 87%	81% 91%	75% 88%	76% 88%	81% 86%	78% 86%
0	69% 94%	50% 75%	86% 80%	100% 100%	100% 100%	100% 86%	87% 67%		

Retention & Success by Demographics All

Retention % Success %

	Spring 2014	Summer 20..	Fall 2014	Spring 2015	Summer 20..	Fall 2015	Winter 2016	Spring 2016	Summer 20..	Fall 2016	Winter 2017	Spring 2017	Summer 20..
Headcount	11,293	5,185	11,084	11,249	5,593	10,982	1,051	11,341	4,354	12,111	1,023	11,636	5,306
FTES	3,868	944	3,900	4,048	1,009	3,807	111	3,715	967	4,197	115	4,020	900

age_category	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Fall 2016	Winter 2017	Spring 2017	Summer 2017
Under 19	67%	80%	67%	68%	81%	69%	68%	70%	83%	72%	77%	72%	83%
20-24	69%	78%	69%	71%	77%	69%	70%	72%	76%	70%	77%	73%	80%
25-29	71%	76%	75%	73%	74%	72%	68%	74%	77%	70%	77%	74%	75%
30-34	75%	73%	72%	75%	74%	73%	73%	77%	80%	75%	86%	77%	82%
35-39	75%	77%	75%	78%	72%	71%	75%	77%	77%	72%	75%	78%	80%
40-49	77%	75%	75%	77%	76%	77%	85%	79%	79%	77%	86%	83%	82%
50+	78%	74%	75%	79%	74%	75%	79%	82%	76%	80%	74%	82%	79%

Gender	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Fall 2016	Winter 2017	Spring 2017	Summer 2017
Female	70%	78%	71%	72%	79%	71%	69%	73%	80%	72%	75%	76%	80%
Male	71%	77%	69%	71%	76%	70%	79%	74%	79%	70%	80%	72%	86%

Enrollment Status	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Fall 2016	Winter 2017	Spring 2017	Summer 2017
First Time Student	52%	75%	63%	57%	76%	85%	68%	56%	81%	67%	73%	53%	78%
First Time Transfer	73%	79%	74%	72%	78%	70%	81%	78%	84%	74%	82%	75%	81%
Continuing	72%	78%	72%	72%	78%	72%	68%	74%	79%	72%	76%	74%	80%
Returning	68%	72%	66%	68%	79%	69%	73%	71%	73%	68%	78%	74%	79%
Concurrent	86%	86%	92%	91%	86%	88%	88%	87%	86%	88%	83%	80%	88%

ETHNICITY	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Fall 2016	Winter 2017	Spring 2017	Summer 2017
Asian	78%	84%	80%	80%	88%	77%	77%	79%	80%	74%	86%	76%	83%
Black	57%	64%	63%	62%	67%	62%	59%	68%	75%	65%	57%	68%	73%
Filipino	75%	79%	74%	78%	84%	75%	80%	75%	81%	78%	89%	75%	84%
Hispanic	67%	76%	66%	68%	75%	67%	65%	70%	77%	69%	72%	72%	80%
Native Am	67%	73%	66%	71%	79%	74%	71%	76%	76%	70%	80%	72%	88%
Other			79%	50%	100%			100%		83%		100%	
Pacific Islander	66%	90%	70%	68%	74%	66%	83%	66%	71%	62%	82%	68%	79%
Unknown	100%		100%	100%		100%	100%	100%	57%	100%		100%	
White	75%	81%	75%	76%	80%	75%	78%	78%	91%	73%	82%	78%	81%
0	100%		0%	100%		100%			100%	83%	67%	50%	100%

Multi Term Display Demographics

Term
Multiple values

subject_code
LE

course
All

Credit Status
Multiple values

Ethnicity or Age
Age

Gender or Enrollment Status
Enrollment Sta

Enrollment Status
All

ETHNICITY
Multiple values

Gender
Multiple values

age_category
All

Enrollment Status
All



Use two filters above to choose between displaying the four demographic options.

age_category	Spring 2011		Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013	
	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs
Under 19	6.0	0.7			8.0	1.1	5.0	0.8	1.0	0.0	5.0	0.2	8.0	0.7	2.0	0.0	4.0	0.7
20-24	43.0	17.5	28.0	0.8	54.0	18.6	53.0	17.6	26.0	0.7	68.0	21.1	50.0	19.0	26.0	0.6	81.0	20.8
25-29	67.0	11.3	12.0	0.4	49.0	7.1	72.0	12.6	25.0	3.6	70.0	13.9	73.0	21.6	19.0	0.5	86.0	27.1
30-34	59.0	9.9	10.0	0.6	59.0	3.0	61.0	4.2	19.0	4.9	72.0	6.2	75.0	12.6	5.0	0.1	78.0	10.4
35-39	65.0	4.6	6.0	0.4	49.0	4.2	56.0	2.6	6.0	1.0	65.0	2.9	57.0	8.1	2.0	0.1	68.0	11.6
40-49	123.0	5.0	9.0	0.4	98.0	6.6	93.0	3.4	22.0	0.9	105.0	3.9	92.0	4.7	5.0	0.1	118.0	7.3
50+	65.0	1.8	2.0	0.2	32.0	3.3	44.0	1.6	6.0	2.3	43.0	1.4	66.0	3.1	2.0	0.0	32.0	2.9

Enrollment Status	Spring 2011		Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013	
	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs	Headc.	FTEs
First Time Student	30.0	1.8	8.0	0.4	63.0	7.3	26.0	3.5	14.0	5.9	42.0	3.5	30.0	3.9	9.0	0.2	37.0	13.2
First Time Transf.	122.0	7.3	16.0	0.7	72.0	9.5	107.0	8.8	19.0	0.8	98.0	6.6	114.0	22.6	19.0	0.5	116.0	18.4
Continuing	130.0	37.1	23.0	0.8	139.0	15.4	197.0	26.9	36.0	4.7	94.0	18.4	102.0	33.0	12.0	0.3	118.0	28.8
Returning	155.0	4.5	20.0	0.8	75.0	11.6	73.0	3.6	36.0	2.0	194.0	21.0	175.0	10.3	21.0	0.4	174.0	20.3
Unknown	1.0	0.0					1.0	0.0										
Grand Total	438.0	50.8	67.0	2.7	349.0	43.9	404.0	42.9	105.0	13.3	428.0	49.5	421.0	69.7	61.0	1.4	445.0	80.7

Spring 2011, Summer 2011, Fall 2011 and 6 more Retention & Success LE

course	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
LE310		77%	92%		86%	69%		81%	80%
LE318	100%						100%		100%
LE320	90%		100%	76%		76%	95%		75%
LE329			100%		100%		92%		100%
LE341	92%			94%			100%		
LE351	100%	100%	100%	100%	100%	100%	100%	100%	100%
LE352	96%		100%	100%		100%	100%	100%	100%
LE353	100%			100%			100%		100%
LE355	91%		100%	100%		91%			97%
LE356	100%		100%	100%			100%		100%
LE360						100%			

Measure Names
 Retention %
 Success %

Multi Term Display Demographics

Term
Multiple values

subject_code
LE

course
All

Credit Status
Multiple values

Ethnicity or Age
Age

Gender or Enrollment Status
Enrollment Status

ETHNICITY
Multiple values

Gender
Multiple values

age_category
All

Enrollment Status
All


Use two filters above to choose between displaying the four demographic options.

age_category	Spring 2011		Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013	
	Headc.	FTES	Headc.	FTES	Headc.	FTES	Headc.	FTES	Headc.	FTES	Headc.	FTES	Headc.	FTES	Headc.	FTES	Headc.	FTES
Under 19	6.0	0.7			8.0	1.1	5.0	0.8	1.0	0.0	5.0	0.2	8.0	0.7	2.0	0.0	4.0	0.7
20-24	43.0	17.5	28.0	0.8	54.0	18.6	53.0	17.6	26.0	0.7	68.0	21.1	50.0	19.0	26.0	0.6	61.0	20.8
25-29	67.0	11.3	12.0	0.4	49.0	7.1	72.0	12.6	25.0	3.6	70.0	13.9	73.0	21.6	19.0	0.5	86.0	27.1
30-34	69.0	9.9	10.0	0.6	59.0	3.0	81.0	4.2	19.0	4.9	72.0	6.2	75.0	12.6	5.0	0.1	78.0	10.4
35-39	65.0	4.6	6.0	0.4	49.0	4.2	56.0	2.6	6.0	1.0	65.0	2.9	57.0	8.1	2.0	0.1	68.0	11.6
40-49	123.0	5.0	9.0	0.4	98.0	6.6	93.0	3.4	22.0	0.9	105.0	3.9	82.0	4.7	5.0	0.1	116.0	7.3
50+	65.0	1.8	2.0	0.2	32.0	3.3	44.0	1.6	6.0	2.3	43.0	1.4	66.0	3.1	2.0	0.0	32.0	2.9

Enrollment Status	Spring 2011		Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013	
	Headc.	FTES	Headc.	FTES	Headc.	FTES	Headc.	FTES	Headc.	FTES	Headc.	FTES	Headc.	FTES	Headc.	FTES	Headc.	FTES
First Time Student	30.0	1.8	8.0	0.4	63.0	7.3	26.0	3.5	14.0	5.9	42.0	3.5	30.0	3.9	9.0	0.2	37.0	13.2
First Time Transf.	122.0	7.3	16.0	0.7	72.0	9.5	107.0	8.8	19.0	0.8	98.0	6.6	114.0	22.6	19.0	0.5	116.0	18.4
Continuing	130.0	37.1	23.0	0.8	139.0	15.4	197.0	26.9	36.0	4.7	94.0	18.4	102.0	33.0	12.0	0.3	118.0	28.8
Returning	155.0	4.5	20.0	0.8	75.0	11.6	79.0	3.6	36.0	2.0	194.0	21.0	175.0	10.3	21.0	0.4	174.0	20.3
Unknown	1.0	0.0					1.0	0.0										
Grand Total	438.0	50.8	67.0	2.7	349.0	43.9	404.0	42.9	105.0	13.3	428.0	49.5	421.0	69.7	61.0	1.4	445.0	80.7

Spring 2011, Summer 2011, Fall 2011 and 6 more Retention & Success LE

course	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
LE364				100%					
LE365			100%	100%		100%			100%
LE366	100%		100%	100%		100%	100%	100%	
LE371	100%								100%
LE379A	82%		100%						
LE379B				100%			100%		
LE421	92%			92%		89%	100%		100%
LE424	91%		93%	96%		99%	90%		100%
LE425	100%		94%	100%	100%	95%	100%		93%
LE480	69%		65%	69%	100%	77%			76%
Grand Total	96%	84%	96%	97%	94%	92%	97%	94%	95%

Measure Names
 Retention %
 Success %

Multi Form Display Demographics

Term
Multiple values

subject_code LE
course All

Credit Status
Multiple values

Ethnicity or Age
Age
Gender or Enrollment Status
Enrollment Sta

ETHNICITY
Multiple values

Gender
Multiple values

age_category All

Enrollment Status
All



Use two filters above to choose between displaying the four demographic options.

age_category	Spring 2014		Summer 2014		Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016		Fall 2016		Spring 2017		Summer 2017	
	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES
Under 19					2.0	0.2	1.0	0.0			2.0	0.2	1.0	0.1								
20-24	47.0	23.4	5.0	0.1	56.0	22.6	37.0	12.5	5.0	0.3	40.0	12.7	39.0	16.2	4.0	0.2	46.0	18.9	56.0	31.0	9.0	0.7
25-29	46.0	20.9	12.0	0.3	45.0	15.9	63.0	17.6	8.0	0.8	58.0	14.5	52.0	19.9	10.0	0.6	66.0	24.9	83.0	37.9	11.0	0.9
30-34	59.0	10.7	16.0	0.4	57.0	14.1	63.0	10.9	11.0	1.0	50.0	12.5	73.0	12.0	9.0	0.6	69.0	16.9	57.0	16.6	17.0	1.5
35-39	44.0	5.2	8.0	0.1	45.0	9.9	52.0	8.1	7.0	0.8	24.0	1.7	79.0	10.4	3.0	0.1	30.0	7.2	31.0	7.8	9.0	0.6
40-49	71.0	4.3	28.0	0.7	66.0	6.9	71.0	6.1	11.0	1.1	36.0	6.3	138.0	11.0	6.0	0.3	52.0	6.3	39.0	5.6	9.0	0.6
50+	38.0	5.2	18.0	0.4	24.0	1.6	67.0	2.6	1.0	0.1	16.0	1.7	87.0	2.7	5.0	0.3	28.0	1.3	19.0	3.1	4.0	0.4

Enrollment Status	Spring 2014		Summer 2014		Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016		Fall 2016		Spring 2017		Summer 2017	
	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES	Head.	FTES
First Time Student	24.0	10.1			30.0	5.2	23.0	5.4	5.0	0.4	39.0	10.1	46.0	21.7	10.0	0.5	20.0	5.2	12.0	3.3	1.0	0.1
First Time Transf.	79.0	16.9	4.0	0.1	114.0	31.2	77.0	14.1	16.0	1.2	81.0	10.7	94.0	13.8	3.0	0.2	102.0	30.1	123.0	47.1	32.0	2.3
Continuing	113.0	32.9	61.0	1.3	70.0	21.4	61.0	26.9	14.0	1.5	44.0	18.1	57.0	17.7	6.0	0.4	96.0	29.9	47.0	19.2	10.0	0.8
Returning	69.0	10.0	22.0	0.5	80.0	13.4	173.0	12.6	8.0	1.0	62.0	10.6	271.0	19.1	18.0	1.1	73.0	10.2	103.0	34.3	16.0	1.5
Unknown					1.0	0.1							1.0	0.0								
Grand Total	305.0	69.8	87.0	1.9	295.0	71.3	354.0	59.1	43.0	4.0	226.0	49.6	469.0	72.3	37.0	2.2	291.0	75.4	285.0	103.9	59.0	4.7

Spring 2014, Summer 2014, Fall 2014 and 8 more Retention & Success LE

course	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017			
LE310	75%		46%	56%	72%				71%	73%	72%	100%	100%	100%
LE318				100%			100%	100%						
LE320	85%		77%	90%		84%	95%		100%	100%	87%			
LE329	92%		91%	92%		82%	95%		100%	100%	97%			
LE330										95%	75%			
LE351	100%		100%	96%		100%	100%		100%	100%	100%	100%	100%	100%
LE352	100%		100%	100%		100%	100%		100%	100%	100%			
LE353	100%													
LE356	100%		100%											
LE357			100%	100%			100%			100%				
LE360	100%		100%											

Measure Names
 Retention %
 Success %

Multi Term Display

Demographics

Term: Multiple values
 subject_code: LE
 course: All
 Credit Status: Multiple values
 Ethnicity or Age: Age
 Gender or Enrollment Status: Enrollment Status

ETHNICITY: Multiple values
 Gender: Multiple values
 age_category: All
 Enrollment Status: All

Use two filters above to choose between displaying the four demographic options.

age_category	Spring 20..		Summer 2..		Fall 2014		Spring 20..		Summer 2..		Fall 2015		Winter 20..		Spring 20..		Summer 2..		Fall 2016		Winter 20..		Spring 20..		Summer 2..	
	Hea.	FT.	Hea.	FT.	Hea.	FT.	Hea.	FT.	Hea.	FT.	Hea.	FT.	Hea.	FT.	Hea.	FT.	Hea.	FT.	Hea.	FTE.	Hea.	FT.	Hea.	FT.	Hea.	FT.
Under 19					2.0	0.2	1.0	0.0			2.0	0.2			1.0	0.1										
20-24	47.0	23.4	5.0	0.1	56.0	22.6	37.0	12.5	5.0	0.3	40.0	12.7			39.0	16.2	4.0	0.2	46.0	18.9	2.0	0.1	56.0	31.0	3.0	0.7
25-29	46.0	20.9	12.0	0.3	45.0	15.9	63.0	17.8	8.0	0.8	58.0	14.5			52.0	19.9	10.0	0.6	66.0	24.9	5.0	0.2	83.0	37.9	11.0	0.9
30-34	59.0	10.7	16.0	0.4	57.0	14.1	63.0	10.9	11.0	1.0	50.0	12.5	3.0	0.0	73.0	12.0	8.0	0.6	69.0	16.9	3.0	0.1	57.0	18.6	17.0	1.5
35-39	44.0	5.2	8.0	0.1	45.0	9.9	52.0	9.1	7.0	0.6	24.0	1.7	3.0	0.0	79.0	10.4	3.0	0.1	30.0	7.2	3.0	0.1	31.0	7.8	9.0	0.6
40-49	71.0	4.3	28.0	0.7	66.0	6.9	71.0	6.1	11.0	1.1	36.0	6.3	11.0	0.2	###	11.0	6.0	0.3	52.0	6.3	1.0	0.0	39.0	5.6	3.0	0.6
50+	38.0	5.2	18.0	0.4	24.0	1.6	67.0	2.6	1.0	0.1	16.0	1.7	2.0	0.0	87.0	2.7	5.0	0.3	28.0	1.3	1.0	0.0	19.0	3.1	4.0	0.4

Enrollment Status	Spring 20..		Summer 2..		Fall 2014		Spring 20..		Summer 2..		Fall 2015		Winter 20..		Spring 20..		Summer 2..		Fall 2016		Winter 20..		Spring 20..		Summer 2..	
	He.	FT.	He.	FT.	He.	FT.	He.	FT.	He.	FT.	He.	FT.	He.	FT.	He.	FT.	He.	FT.	He.	FT.	He.	FT.	He.	FT.	He.	FT.
First Time Student	24.0	10.1			30.0	5.2	23.0	5.4	5.0	0.4	39.0	10.1			46.0	21.7	10.0	0.5	20.0	5.2			12.0	3.3	1.0	0.1
First Time Transf.	79.0	16.9	4.0	0.1	###	31.2	77.0	14.1	16.0	1.2	81.0	10.7			94.0	13.8	3.0	0.2	###	30.1	8.0	0.2	###	47.1	32.0	2.3
Continuing	###	32.9	61.0	1.3	70.0	21.4	81.0	26.9	14.0	1.5	44.0	18.1	14.0	0.2	57.0	17.7	6.0	0.4	96.0	29.9			47.0	19.2	10.0	0.8
Returning	89.0	10.0	22.0	0.5	80.0	13.4	###	12.6	8.0	1.0	62.0	10.8	5.0	0.1	###	19.1	18.0	1.1	73.0	10.2	7.0	0.2	###	34.3	16.0	1.5
Unknown					1.0	0.1									1.0	0.0										
Grand Total	###	69.0	87.0	1.9	###	71.3	###	59.1	43.0	4.0	###	49.6	19.0	0.3	###	72.3	37.0	2.2	###	75.4	15.0	0.5	###	###	59.0	4.7

Spring 2014, Summer 2014, Fall 2014 and 10 more Retention & Success LE

course	Spring 2014	Summer 20..	Fall 2014	Spring 2015	Summer 20..	Fall 2015	Winter 2016	Spring 2016	Summer 20..	Fall 2016	Winter 2017	Spring 2017	Summer 20..
LE357			100%	100%				100%	100%				100%
LE360	100%		100%										
LE361	100%												
LE363		100%	100%										
LE366	100%	100%	100%	100%		100%	100%	100%	100%	100%			
LE371					100%	100%						100%	100%
LE421	100%		94%	100%		94%		100%	100%	92%	100%	100%	100%
LE424	90%		100%	97%	100%	96%		98%	98%	90%	95%	95%	96%
LE425	100%		92%	100%	100%	100%		100%	100%	94%	100%	100%	100%
LE426										100%	100%	100%	100%
Grand Total	95%	100%	88%	96%	100%	94%	100%	98%	92%	99%	100%	97%	99%

Measure Names
 ■ Retention %
 ■ Success %

Multi Term Display

Spring 2011, Summer 2011, Fall 2011 and 6 more All Outcomes

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Sections	1,240	314	1,023	1,146	293	1,004	1,087	285	1,069
Headcount	12,689	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922
Enrollment	33,109	9,242	29,219	30,988	8,784	28,559	29,609	8,455	28,612
retained	28,051	7,902	25,329	26,230	7,887	24,737	25,515	7,536	24,884
Retention %	84.72%	85.50%	86.69%	84.65%	89.79%	86.62%	86.17%	89.13%	86.97%
success	22,786	6,859	20,054	21,411	6,793	19,885	20,840	6,549	20,188
Success %	68.82%	74.32%	68.63%	69.09%	77.33%	69.63%	70.38%	77.46%	70.56%
FTES	4,162	1,072	3,905	3,879	1,001	3,775	3,813	978	3,852

Term
Multiple values

subject_code
All

Credit Status
Multiple values

ETHNICITY
All

Gender
All

age_category
All

Spring 2011, Summer 2011, Fall 2011 and 6 more Retention & Success

course	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
AB330	50% 100%			100%			0% 100%		83% 33%
AB351	88% 33%		65% 32%	70% 32%		79% 52%	99% 36%		83% 32%
AB353	75% 31%			93% 32%			93% 36%		
AB354	88% 33%		63% 32%	93% 32%		85% 10%	100% 100%		88% 60%
AB355	78% 32%		78% 32%	87% 32%		88% 11%	67% 39%		100% 10%
AB356	48% 83%		90% 30%	61% 32%		76% 5%	63% 39%		82% 37%
AB358	67% 32%			100%			82% 100%		
AB360			100%			82% 10%			100% 10%
AB381	50% 100%		0% 100%	50% 50%		50% 50%	100% 100%		
ACCT100	54% 5%	53% 37%	53% 8%	45% 79%	62% 33%	56% 70%	49% 72%	68% 35%	48% 70%
ACCT130	52% 33%	47% 75%	51% 80%	54% 7%	51% 15%	51% 77%	51% 76%	53% 69%	54% 69%

Enrollment Status
All

Measure Names
Retention %
Success %

Choose 'AHC Data' to see data for the entire college. Choose 'Course Data' and pick a course to see individual course data.

Spring 2011, Summer 2011, Fall 2011 and 6 more Enrollment, FTES, Retention & Success AHC Data

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Sections	1,240	314	1,023	1,146	293	1,004	1,087	285	1,069
Headcount	12,689	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922
Enrollment	33,109	9,242	29,219	30,988	8,784	28,559	29,609	8,455	28,612
Retention %	84.72%	85.50%	86.69%	84.65%	89.79%	86.62%	86.17%	89.13%	86.97%
Success %	68.82%	74.32%	68.63%	69.09%	77.33%	69.63%	70.38%	77.46%	70.56%
FTES	4,162	1,072	3,905	3,879	1,001	3,775	3,813	978	3,852

Select a Sheet
AHC Data

course
Multiple values

Multi Term Display

Spring 2014, Summer 2014, Fall 2014 and 10 more All Outcomes

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Fall 2016	Winter 2017	Spring 2017	Summer 2017
Sections	1,141	306	1,141	1,209	355	1,177	41	1,220	357	1,184	41	1,214	333
Headcount	11,293	5,185	11,084	11,249	5,593	10,982	1,051	11,341	4,354	12,111	1,023	11,636	5,306
Enrollment	29,369	8,168	29,153	28,984	8,789	28,471	1,270	28,153	8,305	29,268	1,314	28,161	8,052
retained	25,032	7,300	25,313	24,763	7,871	24,607	1,072	25,167	7,506	25,742	1,137	24,810	7,274
Retention %	85.23%	89.37%	86.83%	85.44%	89.56%	86.43%	84.41%	89.39%	90.38%	87.95%	86.53%	88.10%	90.34%
success	20,622	6,346	20,348	20,690	6,806	20,000	896	20,613	6,608	20,916	1,014	20,849	6,465
Success %	70.22%	77.69%	69.80%	71.38%	77.44%	70.25%	70.55%	73.22%	79.57%	71.46%	77.17%	74.04%	80.29%
FTES	3,868	944	3,900	4,048	1,009	3,807	111	3,715	967	4,197	115	4,020	900

Term
Multiple values

subject_code
All

Credit Status
Multiple values

ETHNICITY
All

Gender
All

age_category
All

Spring 2014, Summer 2014, Fall 2014 and 10 more Retention & Success

course	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Fall 2016	Winter 2017	Spring 2017	Summer 2017
AB117			100% 100%	100% 100%		100% 100%		87% 100%		80% 100%		75% 100%	
AB300			100% 100%							100% 100%		100%	
AB330	33% 72%												
AB351	75% 100%		91% 100%	56% 100%		79% 100%		75% 100%		65% 100%		71% 100%	
AB353	100% 100%			88% 100%				72% 100%				80% 100%	
AB354	75% 100%		100% 100%	75% 100%		82% 100%		67% 100%		84% 100%		80% 100%	
AB355	75% 100%		89% 100%	75% 100%		90% 100%		80% 100%		67% 100%		100% 100%	
AB356	77% 100%		86% 100%	88% 100%		87% 100%		81% 100%		70% 100%		90% 100%	
AB358	71% 100%			80% 100%				71% 100%				75% 100%	
AB360			100% 100%			100% 100%				89% 100%			
AB370										100%			

Enrollment Status
All

Measure Names
 Retention %
 Success %

Choose 'AHC Data' to see data for the entire college. Choose 'Course Data' and pick a course to see individual course data..

Spring 2014, Summer 2014, Fall 2014 and 10 more Enrollment, FTES, Retention & Success AHC Data

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Fall 2016	Winter 2017	Spring 2017	Summer 2017
Sections	1,141	306	1,141	1,209	355	1,177	41	1,220	357	1,184	41	1,214	333
Headcount	11,293	5,185	11,084	11,249	5,593	10,982	1,051	11,341	4,354	12,111	1,023	11,636	5,306
Enrollment	29,369	8,168	29,153	28,984	8,789	28,471	1,270	28,153	8,305	29,268	1,314	28,161	8,052
Retention %	85.23%	89.37%	86.83%	85.44%	89.56%	86.43%	84.41%	89.39%	90.38%	87.95%	86.53%	88.10%	90.34%
Success %	70.22%	77.69%	69.80%	71.38%	77.44%	70.25%	70.55%	73.22%	79.57%	71.46%	77.17%	74.04%	80.29%
FTES	3,868	944	3,900	4,048	1,009	3,807	111	3,715	967	4,197	115	4,020	900

Select a Sheet
AHC Data

course
Multiple values

Multi Term Displ

Term
Multiple ya

Spring 2011, Summer 2011, Fall 2011 and 6 more LE Outcomes

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Sections	33.0	2.0	26.0	36.0	8.0	27.0	29.0	2.0	29.0
Headcount	438.0	68.0	352.0	405.0	108.0	428.0	421.0	61.0	445.0
Enrollment	450.0	68.0	387.0	456.0	143.0	493.0	435.0	61.0	490.0
retained	436.0	57.0	378.0	450.0	135.0	475.0	428.0	56.0	479.0
Retention %	96.89%	83.82%	97.67%	98.68%	94.41%	96.35%	98.39%	91.80%	97.76%
success	432.0	57.0	370.0	443.0	135.0	456.0	424.0	51.0	467.0
Success %	96.00%	83.82%	95.61%	97.15%	94.41%	92.49%	97.47%	83.61%	95.31%
FTES	50.8	2.7	45.4	44.4	13.4	49.5	69.7	1.4	80.7

subject_code
LE

Credit Status
All

ETHNICITY
All

Gender
All

age_category
All

Spring 2011, Summer 2011, Fall 2011 and 6 more Retention & Success

course	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
LE310		79%	92%		86%	68%	100%	81%	80%
LE318	100%						100%		100%
LE320	90%		100%	77%		76%	86%		78%
LE329			100%		100%		92%		100%
LE341	82%			94%			100%		
LE351	100%	100%	100%	100%	100%	100%	100%		100%
LE352	96%		100%	100%		100%	100%		100%
LE353	100%			100%			100%		100%
LE355	91%		100%	100%		91%			97%
LE356	100%		100%	100%			100%		100%
LE360						100%			

Enrollment Status
All

Measure Names

Retention %
Success %

Choose 'AHC Data' to see data for the entire college. Choose 'Course Data' and pick a course to see individual course data.

Spring 2011, Summer 2011, Fall 2011 and 6 more Enrollment, FTES, Retention & Success Course Data

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Enrollment	450.0	68.0	387.0	456.0	143.0	493.0	435.0	61.0	490.0
FTES	50.8	2.7	45.4	44.4	13.4	49.5	69.7	1.4	80.7
Headcount	438.0	68.0	352.0	405.0	108.0	428.0	421.0	61.0	445.0
Retention %	96.89%	83.82%	97.67%	98.68%	94.41%	96.35%	98.39%	91.80%	97.76%
Sections	33.0	2.0	26.0	36.0	8.0	27.0	29.0	2.0	29.0
Success %	96.00%	83.82%	95.61%	97.15%	94.41%	92.49%	97.47%	83.61%	95.31%

Select a Sheet
Course Data

course
All

Multi Term Display

Spring 2011, Summer 2011, Fall 2011 and 6 more LE Outcomes

Term
Multiple values

subject_code
LE

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Sections	33.0	2.0	26.0	36.0	8.0	27.0	29.0	2.0	29.0
Headcount	438.0	68.0	352.0	405.0	106.0	428.0	421.0	61.0	445.0
Enrollment	450.0	68.0	387.0	456.0	143.0	493.0	435.0	61.0	490.0
retained	436.0	57.0	376.0	450.0	135.0	475.0	428.0	56.0	479.0
Retention %	96.89%	83.82%	97.67%	98.68%	94.41%	96.35%	98.39%	91.80%	97.76%
success	432.0	57.0	370.0	443.0	135.0	456.0	424.0	51.0	467.0
Success %	96.00%	83.82%	95.61%	97.15%	94.41%	92.49%	97.47%	83.61%	95.31%
FTES	50.8	2.7	45.4	44.4	13.4	49.5	69.7	1.4	80.7

Credit Status
All

ETHNICITY
All

Gender
All

age_category
All

Spring 2011, Summer 2011, Fall 2011 and 6 more Retention & Success

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
course									
LE364				100%	100%				
LE365			100%	100%		100%	100%		100%
LE366	100%		100%	100%		100%	100%	100%	
LE371	100%								100%
LE379A	82%		100%						
LE379B				100%	100%		100%	100%	
LE421	92%			92%	100%	89%	99%	100%	100%
LE424	91%		93%	96%	100%	99%	97%	97%	100%
LE425	100%		94%	100%	100%	95%	100%	100%	93%
LE480	69%		56%	85%	69%	100%			76%
Grand Total	96%	84%	96%	97%	94%	92%	97%	84%	95%

Enrollment Status
All

Measure Names
 Retention %
 Success %

Choose 'AHC Data' to see data for the entire college. Choose 'Course Data' and pick a course to see individual course data.

Spring 2011, Summer 2011, Fall 2011 and 6 more Enrollment, FTES, Retention & Success Course Data

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Enrollment	450.0	68.0	387.0	456.0	143.0	493.0	435.0	61.0	490.0
FTES	50.8	2.7	45.4	44.4	13.4	49.5	69.7	1.4	80.7
Headcount	438.0	68.0	352.0	405.0	106.0	428.0	421.0	61.0	445.0
Retention %	96.89%	83.82%	97.67%	98.68%	94.41%	96.35%	98.39%	91.80%	97.76%
Sections	33.0	2.0	26.0	36.0	8.0	27.0	29.0	2.0	29.0
Success %	96.00%	83.82%	95.61%	97.15%	94.41%	92.49%	97.47%	83.61%	95.31%

Select a Sheet
Course Data

course
All

Multi Term Disp

Term
Multiple va

Spring 2014, Summer 2014, Fall 2014 and 8 more LE Outcomes

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Sections	22.0	9.0	18.0	25.0	3.0	12.0	28.0	3.0	17.0	16.0	3.0
Headcount	306.0	88.0	296.0	354.0	43.0	227.0	469.0	38.0	295.0	289.0	62.0
Enrollment	323.0	132.0	305.0	362.0	44.0	232.0	489.0	63.0	325.0	336.0	74.0
retained	312.0	132.0	275.0	351.0	44.0	223.0	480.0	61.0	325.0	329.0	74.0
Retention %	96.59%	100.00%	90.16%	96.96%	100.00%	96.12%	98.16%	96.83%	100.00%	97.92%	100.00%
success	307.0	132.0	269.0	349.0	44.0	218.0	480.0	60.0	321.0	327.0	73.0
Success %	95.05%	100.00%	88.20%	96.41%	100.00%	93.97%	98.16%	95.24%	98.77%	97.32%	98.65%
FTES	69.8	1.9	71.4	59.1	4.0	49.6	72.3	4.1	75.6	104.7	4.9

subject_code
LE

Credit Status
All

ETHNICITY
All

Gender
All

age_category
All

Spring 2014, Summer 2014, Fall 2014 and 8 more Retention & Success

course	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
LE310	75%	53%	46%	56%	72%	71%	73%	100%	100%	100%	100%
LE318				100%			100%	100%			
LE320	85%		77%	90%		94%	95%	100%	100%	97%	97%
LE329	92%		91%	92%		92%	95%	100%	100%	97%	97%
LE330										95%	95%
LE351	100%		100%	96%		100%	100%	100%	100%	100%	100%
LE352	100%		100%	100%		100%	100%	100%	100%	100%	100%
LE353	100%										
LE356	100%		100%								
LE357			100%	100%			100%			100%	
LE360	100%		100%								

Enrollment Status
All

Measure Names

Retention %
Success %

Choose 'AHC Data' to see data for the entire college. Choose 'Course Data' and pick a course to see individual course data.

Spring 2014, Summer 2014, Fall 2014 and 8 more Enrollment, FTES, Retention & Success Course Data

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Enrollment	323.0	132.0	305.0	362.0	44.0	232.0	489.0	63.0	325.0	336.0	74.0
FTES	69.8	1.9	71.4	59.1	4.0	49.6	72.3	4.1	75.6	104.7	4.9
Headcount	306.0	88.0	296.0	354.0	43.0	227.0	469.0	38.0	295.0	289.0	62.0
Retention %	96.59%	100.00%	90.16%	96.96%	100.00%	96.12%	98.16%	96.83%	100.00%	97.92%	100.00%
Sections	22.0	9.0	18.0	25.0	3.0	12.0	28.0	3.0	17.0	16.0	3.0
Success %	95.05%	100.00%	88.20%	96.41%	100.00%	93.97%	98.16%	95.24%	98.77%	97.32%	98.65%

Select a Sheet
Course Data

course
All

Multi Term Display

Spring 2014, Summer 2014, Fall 2014 and 8 more LE Outcomes

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Sections	22.0	9.0	18.0	25.0	3.0	12.0	28.0	3.0	17.0	16.0	3.0
Headcount	306.0	88.0	296.0	354.0	43.0	227.0	469.0	38.0	295.0	289.0	62.0
Enrollment	323.0	132.0	305.0	362.0	44.0	232.0	489.0	63.0	325.0	336.0	74.0
retained	312.0	132.0	275.0	351.0	44.0	223.0	480.0	61.0	325.0	329.0	74.0
Retention %	96.59%	100.00%	90.16%	96.96%	100.00%	96.12%	98.16%	96.83%	100.00%	97.92%	100.00%
success	307.0	132.0	269.0	349.0	44.0	218.0	480.0	60.0	321.0	327.0	73.0
Success %	95.05%	100.00%	88.20%	96.41%	100.00%	93.97%	98.16%	95.24%	98.77%	97.32%	98.65%
FTES	69.8	1.9	71.4	59.1	4.0	49.6	72.3	4.1	75.6	104.7	4.9

Term
Multiple values

subject_code
LE

Credit Status
All

ETHNICITY
All

Gender
All

age_category
All

Spring 2014, Summer 2014, Fall 2014 and 8 more Retention & Success

course	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
LE357			100%	100%			100%			100%	100%
LE360	100%		100%								
LE361	100%										
LE363		100%	100%								
LE366	100%	100%	100%	100%		100%	100%		100%		
LE371					100%					100%	100%
LE421	100%		94%	100%		91%	100%		93%	100%	100%
LE424	90%		100%	97%	100%	96%	98%	98%	95%	96%	97%
LE425	100%		92%	100%	100%	100%	100%	94%	100%	100%	100%
LE426									100%	100%	100%
Grand Total	95%	100%	88%	96%	100%	94%	98%	95%	99%	97%	99%

Enrollment Status
All

Measure Names
Retention %
Success %

Choose 'AHC Data' to see data for the entire college. Choose 'Course Data' and pick a course to see individual course data.

Spring 2014, Summer 2014, Fall 2014 and 8 more Enrollment, FTES, Retention & Success Course Data

	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Enrollment	323.0	132.0	305.0	362.0	44.0	232.0	489.0	63.0	325.0	336.0	74.0
FTES	69.8	1.9	71.4	59.1	4.0	49.6	72.3	4.1	75.6	104.7	4.9
Headcount	306.0	88.0	296.0	354.0	43.0	227.0	469.0	38.0	295.0	289.0	62.0
Retention %	96.59%	100.00%	90.16%	96.96%	100.00%	96.12%	98.16%	96.83%	100.00%	97.92%	100.00%
Sections	22.0	9.0	18.0	25.0	3.0	12.0	28.0	3.0	17.0	16.0	3.0
Success %	95.05%	100.00%	88.20%	96.41%	100.00%	93.97%	98.16%	95.24%	98.77%	97.32%	98.65%

Select a Sheet
Course Data:

course
All

Multi Term Display

Spring 2011, Summer 2011, Fall 2011 and 6 more All Outcomes

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Sections	1,240	314	1,023	1,146	293	1,004	1,087	285	1,069
Headcount	12,689	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922
Enrollment	33,109	9,242	29,219	30,988	8,784	28,559	29,609	8,455	28,612
retained	28,051	7,902	25,329	26,230	7,887	24,737	25,515	7,536	24,864
Retention %	84.72%	85.50%	86.69%	84.65%	89.79%	86.62%	86.17%	89.13%	86.97%
success	22,786	6,869	20,054	21,411	6,793	19,885	20,840	6,549	20,188
Success %	68.82%	74.32%	68.63%	69.09%	77.33%	69.63%	70.38%	77.46%	70.56%
FTES	4,162	1,072	3,905	3,879	1,001	3,775	3,813	978	3,852

Term
Multiple values

subject_code
All

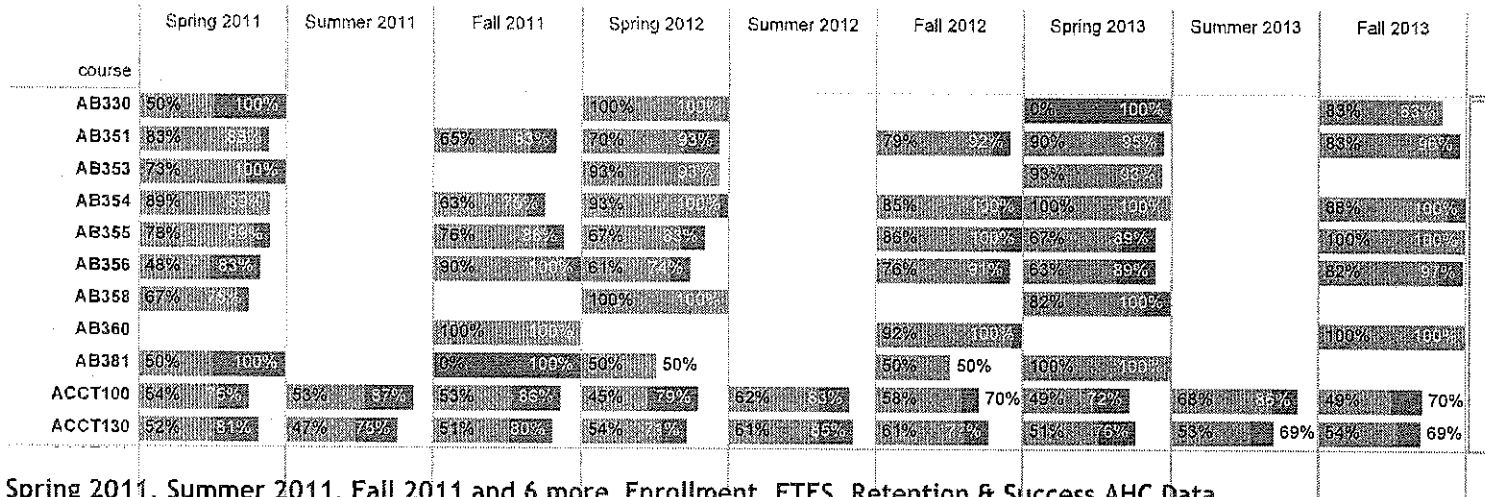
Credit Status
Multiple values

ETHNICITY
All

Gender
All

age_category
All

Spring 2011, Summer 2011, Fall 2011 and 6 more Retention & Success



Enrollment Status
All

Measure Names
Retention %
Success %

Choose 'AHC Data' to see data for the entire college. Choose 'Course Data' and pick a course to see individual course data.

Spring 2011, Summer 2011, Fall 2011 and 6 more Enrollment, FTES, Retention & Success AHC Data

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Sections	1,240	314	1,023	1,146	293	1,004	1,087	285	1,069
Headcount	12,689	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922
Enrollment	33,109	9,242	29,219	30,988	8,784	28,559	29,609	8,455	28,612
Retention %	84.72%	85.50%	86.69%	84.65%	89.79%	86.62%	86.17%	89.13%	86.97%
Success %	68.82%	74.32%	68.63%	69.09%	77.33%	69.63%	70.38%	77.46%	70.56%
FTES	4,162	1,072	3,905	3,879	1,001	3,775	3,813	978	3,852

Select a Sheet
AHC Data

course
Multiple values

Multi Term Display

Spring 2011, Summer 2011, Fall 2011 and 6 more All Outcomes

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Sections	1,240	314	1,023	1,146	293	1,004	1,087	285	1,069
Headcount	12,689	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922
Enrollment	33,109	9,242	29,219	30,988	8,784	28,559	29,609	8,455	28,612
retained	28,051	7,902	25,329	26,230	7,887	24,737	25,515	7,536	24,884
Retention %	84.72%	85.50%	86.69%	84.65%	89.79%	86.62%	86.17%	89.13%	86.97%
success	22,786	6,869	20,054	21,411	6,793	19,885	20,840	6,549	20,188
Success %	68.82%	74.32%	68.63%	69.09%	77.33%	69.63%	70.38%	77.46%	70.56%
FTEs	4,162	1,072	3,905	3,879	1,001	3,775	3,813	978	3,852

Term
Multiple values

subject_code
All

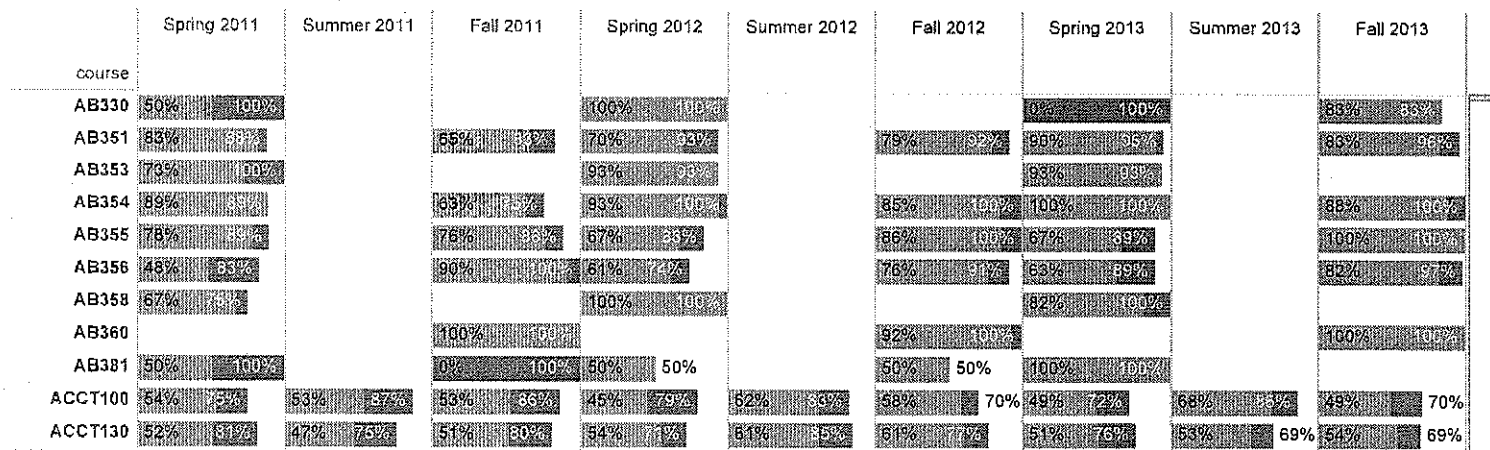
Credit Status
Multiple values

ETHNICITY
All

Gender
All

age_category
All

Spring 2011, Summer 2011, Fall 2011 and 6 more Retention & Success



Enrollment Status
All

Measure Names
Retention %
Success %

Choose 'AHC Data' to see data for the entire college. Choose 'Course Data' and pick a course to see individual course data.

Spring 2011, Summer 2011, Fall 2011 and 6 more Enrollment, FTEs, Retention & Success AHC Data

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Sections	1,240	314	1,023	1,146	293	1,004	1,087	285	1,069
Headcount	12,689	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922
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Retention %	84.72%	85.50%	86.69%	84.65%	89.79%	86.62%	86.17%	89.13%	86.97%
Success %	68.82%	74.32%	68.63%	69.09%	77.33%	69.63%	70.38%	77.46%	70.56%
FTEs	4,162	1,072	3,905	3,879	1,001	3,775	3,813	978	3,852

Select a Sheet
AHC Data

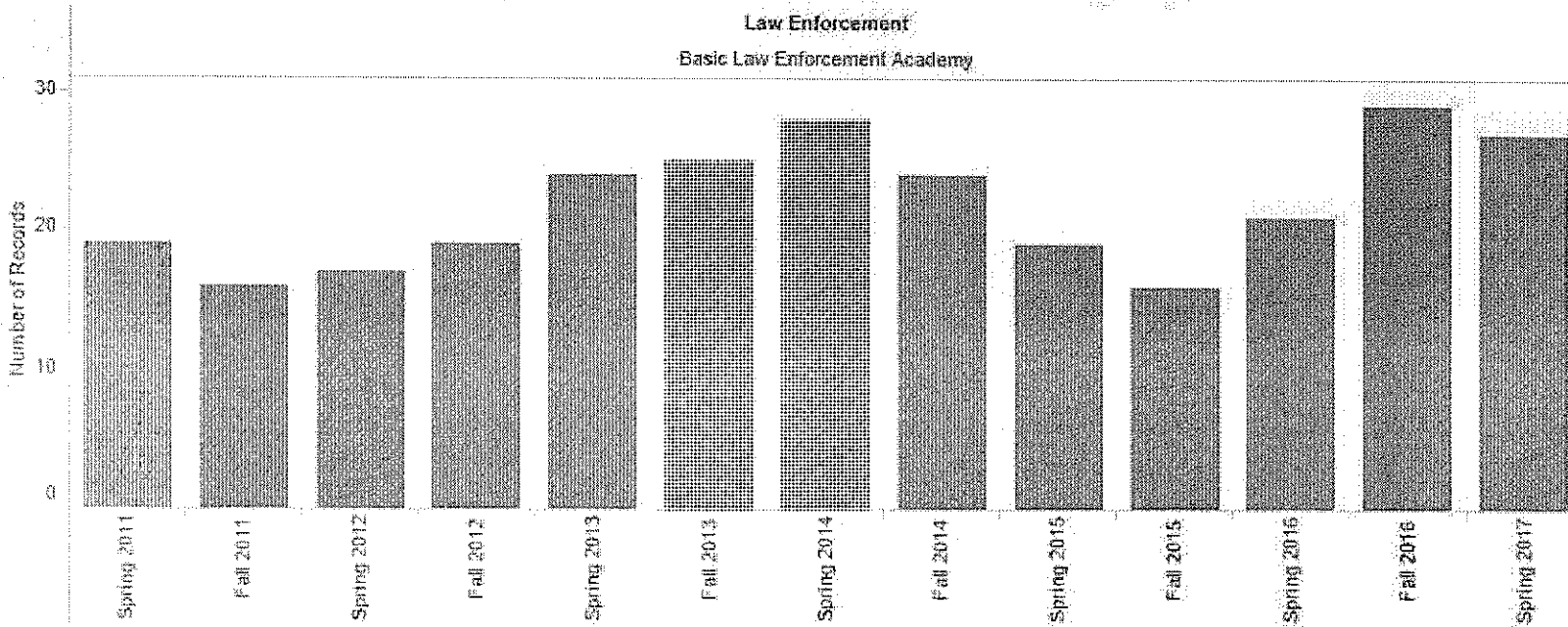
course
Multiple values

Degrees & Certificates

DEGREE_PROG.	DEGREE_M.	DEGREE_CODE	GRADUATION_TERM_CODE												Grand Total		
			Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016		Spring 2017	
Law Enforcement	Basic Law Enforcement Academy	Cert 6-18 Units Not Approved	19														19
		Cert 18-30 Units		16	17	19	24	25	28	24	19	18	21	29	27		265
		Total	19	16	17	19	24	25	28	24	19	18	21	29	27		284
Grand Total			19	16	17	19	24	25	28	24	19	18	21	29	27		284

Degrees & Certificates

DEGREE_PROGRAM_DESC / DEGREE_MAJOR_DESC / GRADUATION_TERM_CODE



GRADUATION_TERM_CODE
All

DEGREE_PROGRAM_DESC
Law Enforcement

DEGREE_MAJOR_DESC
All

GENDER_CODE
All

Ethnicity
Multiple values

AGE
All

DEGREE_CODE
All

DEGREE_CODE
 Cert 6-18 Units Not Approved
 Cert 18-30 Units

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Course Efficiency Data Table

Hover over column names and click the '+' or '-' button to expand/collapse data

		Term Code - Desc All	Division Desc Public Safety	Subject Code All			Site Code All			
Division Desc	Subject Code	FTEF/FTEF	FTEF	FTEF	Enrollment	Max Enrollment	Fill Rate	Day 1 Waitlist	Demand Ratio	
Public Safety	EMS	12.17	248.49	20.43	3,430	4,656	74%	36	74%	
	ENVT	8.15	36.71	4.75	1,492	2,402	62%	0	62%	
	FT	12.00	957.56	79.77	8,376	18,532	45%	95	46%	
	LE	7.67	581.41	73.16	2,622	3,743	70%	1	70%	
	WFT	45.26	7.56	0.17	204	280	73%	0	73%	
	WFTO	88.14	34.64	0.39	766	1,190	64%	0	64%	
Grand Total		10.35	1,848.37	178.66	16,890	30,803	55%	132	55%	

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SLO Performance Report

by Department with SLO

Department: Law Enforcement

SLOs: ILO Class Law Enforcement Program Outcomes

Courses: All Courses

Date: 03/13/2017

Terms: Fall 2016, Spring 2016

Department: Law Enforcement

PSLO: LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	29	82.86%	6	17.14%	0	0.00%
Fall 2016	41	65.08%	20	31.75%	2	3.17%
Overall	70	71.43%	26	26.53%	2	2.04%

PSLO: LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Department: Law Enforcement

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	29	82.86%	6	17.14%	0	0.00%
Fall 2016	41	65.08%	20	31.75%	2	3.17%

Overall by PSLO for Department: Law Enforcement

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.	70	71.43%	26	26.53%	2	2.04%
LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.	0	0.00%	0	0.00%	0	0.00%

Course Statistics And Evidence

Law Enforcement

Date: 02/15/2017

Terms: Fall 2016, Spring 2016

Summary

Statistic	Number of Courses	Courses
Courses in the Department	25	LE310, LE318, LE320, LE329, LE341, LE351, LE352, LE353, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE371, LE379B, LE421, LE424, LE425, LE426, LE480
Courses with CSLOs	25	LE310, LE318, LE320, LE329, LE341, LE351, LE352, LE353, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE371, LE379B, LE421, LE424, LE425, LE426, LE480
Courses without CSLOs	0	
Courses with CSLOs mapped to PSLOs	25	LE310, LE318, LE320, LE329, LE341, LE351, LE352, LE353, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE371, LE379B, LE421, LE424, LE425, LE426, LE480
Courses without CSLOs mapped to PSLOs	0	
Courses with direct assessment of PSLOs	0	
Courses with CSLOs mapped to ILOs	24	LE310, LE318, LE320, LE329, LE341, LE351, LE352, LE353, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE371, LE379B, LE421, LE424, LE425, LE480
Courses without CSLOs mapped to ILOs	1	LE426
Courses with direct assessment of ILOs	0	
Courses with at least one planned Assessment	2	LE310, LE320
Courses with planned Assessments scored	2	LE320, LE310
Courses with some Assessments scored	0	
Courses without any Assessment scored	0	
Courses with no planned Assessments	23	LE318, LE329, LE341, LE351, LE352, LE353, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE371, LE379B, LE421, LE424, LE425, LE426, LE480
Courses with at least one planned Action Plan	25	LE310, LE318, LE320, LE329, LE341, LE351, LE352, LE353, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE371, LE379B, LE421, LE424, LE425, LE426, LE480
Courses with Action Plan Responses	0	
Courses with some Action Plan Responses	11	LE318, LE320, LE356, LE353, LE351, LE310, LE352, LE421, LE424, LE425, LE357
Courses without Action Plan Responses	14	LE362, LE365, LE366, LE363, LE355, LE360, LE361, LE480, LE371, LE341, LE329, LE364, LE379B, LE426
Courses with no planned Action Plans	0	

LE310 - Intro to LE Acad (Pre-Academy)

SLOs	
CSLOs	» LE310 SLO1 - Successfully complete the two-day pre-academy course meeting all of the academic requirements, all the physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the LE 320 Basic Academy.
	Law Enforcement Program Outcomes Law Enforcement Program Outcomes

Mapped PSLOs	» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	ILO ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Assessments

Spring 2016

Fall 2015 Pre-Academy

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
LE310 SLO1 - Successfully complete the two-day pre-academy course meeting all of the academic requirements, all the physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the LE 320 Basic Academy.	14 of 16	71.43%	28.57%	0%	2

Fall 2016

Instructor Observation, physical and written tests

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
LE310 SLO1 - Successfully complete the two-day pre-academy course meeting all of the academic requirements, all the physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the LE 320 Basic Academy.	17 of 17	58.82%	29.41%	11.76%	0

Fall 2015 Pre-Academy

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
LE310 SLO1 - Successfully complete the two-day pre-academy course meeting all of the academic requirements, all the physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the LE 320 Basic Academy.	17 of 17	41.18%	58.82%	0%	0

Action Plans

Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE310 >> Section 40908 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	This course is very intense and designed to identify those ready to attend the basic law enforcement academy. We continue to see similar results. 38 registered, 27 arrived on the first day and 16 completed the course.	2016-04-28	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	We still have about 30% who register for the course and then never show up.	2016-04-28	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Need to figure out how to get those who register, to actually arrive on the first day.	2016-04-28	

Fall 2016

Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE310 >> Section 21124 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Program continues to weed out those not prepared to enter the law enforcement academy	2016-12-14	

What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students are not coming in prepared	2016-12-14	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Work on the web site to provide more information to students beforehand	2016-12-14	

LE318 - Traffic Collision Invest.

SLOs					
CSLOs	» LE318 SLO1 - Demonstrate knowledge of recommended procedures for responding to traffic collision scenes in the field. » LE318 SLO2 - Recognize various criminal or vehicle code violations and take appropriate enforcement action » LE318 SLO3 - Show ability to complete all state required forms, diagrams, narratives, including photographs, and measurements.				
Mapped PSLOs	Law Enforcement Program Outcomes Law Enforcement Program Outcomes » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.				
Mapped ILOs	ILO ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.				

Action Plans

Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE318 >> Section 41246 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting learning needs of students.	2016-09-09	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	none	2016-09-09	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	none	2016-09-09	

LE320 - Basic Law Enforcement Academy

SLOs					
CSLOs	» LE320 SLO1 - Successfully complete the 20 week POST academy course meeting all of the POST academic requirements, all the POST physical fitness requirements, military discipline/drill requirements and the POST skills requirements. Thereby graduating from the LE 320 Basic Academy and receiving a certificate.				
Mapped PSLOs	Law Enforcement Program Outcomes Law Enforcement Program Outcomes » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.				
Mapped ILOs	ILO ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.				

Assessments

Spring 2016

Class 109 Assessment

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
LE320 SLO1 - Successfully complete the 20 week POST academy course meeting all of the POST academic requirements, all the POST physical fitness requirements, military discipline/drill requirements and the POST skills requirements. Thereby graduating from the LE 320 Basic Academy and receiving a certificate.	21 of 21	90.48%	9.52%	0%	0

Fall 2016

Class 109 Assessment

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
LE320 SLO1 - Successfully complete the 20 week POST academy course meeting all of the POST academic requirements, all the POST physical fitness requirements, military discipline/drill requirements and the POST skills requirements. Thereby graduating from the LE 320 Basic Academy and receiving a certificate.	29 of 29	82.76%	17.24%	0%	0

Action Plans

Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE320 >> Section 40744 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The course is continuing to provide the students the materials in a manner to ensure their success.	2016-06-10	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Need to work on a few schedule changes to maximize the learning experience	2016-06-10	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Basic content set in stone by POST. Our manner of delivering the course content is on track.	2016-06-10	

Fall 2016

Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE320 >> Section 20957 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Students are prepared to enter the workforce	2016-12-14	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	N/A - state mandated course and subject matter	2016-12-14	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	None. Course already updated to meet state mandates	2016-12-14	

LE329 - State Hospital Peace Officer

SLOs	
CSLOs	» LE329 SLO1 - Show the ability to execute recommended procedures for responding to various law enforcement situations in the field. » LE329 SLO2 - Recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and contraband and/or evidence in the field
Mapped PSLOs	Law Enforcement Program Outcomes Law Enforcement Program Outcomes » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
ILO	

Mapped ILOs	ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.
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LE341 - EVOC/Non-Law Enforcement

SLOs	
CSLOs	» LE341 SLO1 - Analyze specific field situations, which will vary. » LE341 SLO2 - Perform course-taught skills.
Mapped PSLOs	Law Enforcement Program Outcomes Law Enforcement Program Outcomes » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	ILO ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE351 - Field Training Officer

SLOs	
CSLOs	» LE351 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field » LE351 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field
Mapped PSLOs	Law Enforcement Program Outcomes Law Enforcement Program Outcomes » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	ILO ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Action Plans

Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE351 >> Section 40829 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting learning needs of students.	2016-09-09	
Allan Hancock College >> Law Enforcement >> LE351 >> Section 40911 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting learning needs of students.	2016-09-09	
Allan Hancock College >> Law Enforcement >> LE351 >> Section 42325 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting learning needs of students.	2016-09-09	

LE352 - Field Training Officer Update

SLOs	
	» LE352 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field

CSLOs	» LE352 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field
Mapped PSLOs	Law Enforcement Program Outcomes Law Enforcement Program Outcomes » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	ILO ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Action Plans

Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE352 >> Section 40830 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting learning needs of students.	2016-09-09	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	none	2016-09-09	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	none	2016-09-09	

LE353 - Field Training Administrator

SLOs

CSLOs	» LE353 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field » LE353 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field
Mapped PSLOs	Law Enforcement Program Outcomes Law Enforcement Program Outcomes » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	ILO ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Action Plans

Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE353 >> Section 41832 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting learning needs of students.	2016-09-09	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	none	2016-09-09	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	none	2016-09-09	

LE355 - Leadership Development

SLOs

CSLOs	<ul style="list-style-type: none"> » LE355 SLO1 - Demonstrate knowledge of leadership concepts and roles, organizational changes, liability issues, performance evaluations, disciplinary processes, group dynamics, ethical decision making, and community policing. » LE355 SLO2 - Communicate effectively the oral board presentation and exercise.
Mapped PSLOs	<p>Law Enforcement Program Outcomes Law Enforcement Program Outcomes</p> <ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<p>ILO</p> <p>ILO 7 - Personal Responsibility & Development</p> <ul style="list-style-type: none"> » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. <p>ILO 1 - Communication</p> <ul style="list-style-type: none"> » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

LE356 - Crime Scene Investigation

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE356 SLO1 - Execute proper forensic procedures for the collection and preservation of blood, urine, semen, fingerprints at a crime scene such as a homicide or sexual assault » LE356 SLO2 - Recognize various criminal or vehicle code violations and take appropriate enforcement action. » LE356 SLO3 - Preparation of all state required forms, diagrams, narratives, including photographs, and measurements
Mapped PSLOs	<p>Law Enforcement Program Outcomes Law Enforcement Program Outcomes</p> <ul style="list-style-type: none"> » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<p>ILO</p> <p>ILO 7 - Personal Responsibility & Development</p> <ul style="list-style-type: none"> » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Action Plans

Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE356 >> Section 42143 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting learning needs of students.	2016-09-09	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	none	2016-09-09	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	none	2016-09-09	

LE357 - Instructor Development

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE357 SLO1 - Demonstrate the ability to design and deliver adult learning instructional and facilitation strategies. » LE357 SLO2 - Communicate assignments effectively to students.
Mapped PSLOs	<p>Law Enforcement Program Outcomes Law Enforcement Program Outcomes</p> <ul style="list-style-type: none"> » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.

Mapped ILOs	<p>ILO</p> <p>ILO 7 - Personal Responsibility & Development</p> <p>» ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.</p> <p>ILO 1 - Communication</p> <p>» ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.</p>
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Action Plans

Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE357 >> Section 41349 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Meeting all learning needs.	2016-09-09	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	none	2016-09-09	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	none	2016-09-09	

LE360 - Arrest & Control/EVOC

SLOs	
CSLOs	<p>» LE360 SLO1 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.</p> <p>» LE360 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.</p>
Mapped PSLOs	<p>Law Enforcement Program Outcomes</p> <p>Law Enforcement Program Outcomes</p> <p>» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.</p>
Mapped ILOs	<p>ILO</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <p>» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.</p>

LE361 - Force Options Simulator/EVOC

SLOs	
CSLOs	<p>» LE361 SLO1 - Demonstrate POST established minimum level of skills and judgment in a force option simulator.</p> <p>» LE361 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.</p>
Mapped PSLOs	<p>Law Enforcement Program Outcomes</p> <p>Law Enforcement Program Outcomes</p> <p>» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.</p> <p>» LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.</p>
Mapped ILOs	<p>ILO</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <p>» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.</p>

LE362 - LE Driving Simulator/EVOC

SLOs	
CSLOs	<p>» LE362 SLO1 - Demonstrate POST established minimum level of skills and judgement in a driving simulator.</p> <p>» LE362 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.</p>
	Law Enforcement Program Outcomes

Mapped PSLOs	<p>Law Enforcement Program Outcomes</p> <ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<p>ILO</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE363 - Force Ops Sim/Arrest & Cntrl

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE363 SLO1 - Demonstrate POST established minimum levels of skills and judgement in a force options simulator. » LE363 SLO2 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.
Mapped PSLOs	<p>Law Enforcement Program Outcomes</p> <p>Law Enforcement Program Outcomes</p> <ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<p>ILO</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE364 - LE Driving Sim/Arrest & Cntrl

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE364 SLO1 - Demonstrate POST established minimum level of skills and judgment in a driving simulator. » LE364 SLO2 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.
Mapped PSLOs	<p>Law Enforcement Program Outcomes</p> <p>Law Enforcement Program Outcomes</p> <ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<p>ILO</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE365 - LE Driving Sim/Force Ops Sim

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE365 SLO1 - Demonstrate POST established minimum level of skills and judgement in a driving simulator » LE365 SLO2 - Demonstrate POST established minimum levels of skills and judgement in a force options simulator.
Mapped PSLOs	<p>Law Enforcement Program Outcomes</p> <p>Law Enforcement Program Outcomes</p> <ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<p>ILO</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE366 - EVOC**SLOs**

CSLOs	» LE366 SLO1 - Demonstrate POST established minimum levels of skills in behind the wheel driving of emergency vehicles at various speeds and conditions.
Mapped PSLOs	<p>Law Enforcement Program Outcomes Law Enforcement Program Outcomes</p> <p>» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.</p> <p>» LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.</p>
Mapped ILOs	<p>ILO</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <p>» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.</p>

LE371 - Arrest & Control Inst Cert**SLOs**

CSLOs	» LE371 SLO1 - Demonstrate the ability to teach any of the current or newly revised takedowns, joint locks, strikes, blocks and grappling techniques, including psycho-motor skills domain as well as the cognitive and affective domains.
Mapped PSLOs	<p>Law Enforcement Program Outcomes Law Enforcement Program Outcomes</p> <p>» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.</p>
Mapped ILOs	<p>ILO</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <p>» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.</p>

LE379B - LE Agency EVOC Training**SLOs**

CSLOs	<p>» LE379B SLO1 - Operate a vehicle in such a manner as to be able to avoid involvement in a collision, no matter what the conditions.</p> <p>» LE379B SLO2 - Operate an emergency vehicle in a Code 3 response using sound judgment and due care in accordance with agency policy and applicable CA Vehicle Code.</p> <p>» LE379B SLO3 - Know when to initiate a pursuit and when a pursuit should be terminated.</p> <p>» LE379B SLO4 - Use proper techniques to better control the vehicle in all conditions and reduce the effects of the vehicle dynamics.</p>
Mapped PSLOs	<p>Law Enforcement Program Outcomes Law Enforcement Program Outcomes</p> <p>» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.</p> <p>» LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.</p>
Mapped ILOs	<p>ILO</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <p>» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.</p>

LE421 - Complaint Dispatcher**SLOs**

CSLOs	<p>» LE421 SLO1 - Execute POST recommended procedures for dispatching and maintaining radio communications with police/sheriffs units responding to various law enforcement situations in the field</p> <p>» LE421 SLO2 - Recognize various criminal acts relayed telephonically by citizens and radio dispatch police units and other public safety agencies to respond</p>
Mapped PSLOs	<p>Law Enforcement Program Outcomes Law Enforcement Program Outcomes</p> <p>» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.</p>

Mapped ILOs	ILO ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.
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Action Plans
Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE421 >> Section 40831 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting learning needs of students.	2016-09-09	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	none	2016-09-09	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	none	2016-09-09	

LE424 - PC 832 Arrest

SLOs

CSLOs	» LE424 SLO1 - Execute legal arrests, searches and detentions of criminals in compliance with California Statutes, case law, and POST standards » LE424 SLO2 - Use legal and safe procedures for overcoming resistance handcuffing and searching people arrested for committing crimes in compliance with California State POST standards.
Mapped PSLOs	Law Enforcement Program Outcomes Law Enforcement Program Outcomes » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	ILO ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Action Plans
Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE424 >> Section 40835 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting learning needs of students.	2016-09-09	
Allan Hancock College >> Law Enforcement >> LE424 >> Section 41245 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting learning needs of students.	2016-09-09	
Allan Hancock College >> Law Enforcement >> LE424 >> Section 42139 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting learning needs of students.	2016-09-09	

LE425 - PC 832 Firearms

SLOs

CSLOs	» LE425 SLO1 - Execute recommended procedures for loading, unloading, handling, disassembling and cleaning a semiautomatic pistol or revolver in compliance with State standards » LE425 SLO2 - Execute recommended and safe procedures for aiming and firing a semiautomatic pistol or revolver accurately in compliance with State POST standards
Mapped PSLOs	Law Enforcement Program Outcomes Law Enforcement Program Outcomes » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	ILO ILO 2 - Critical Thinking & Problem Solving

mapped ILOs	» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.
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Action Plans

Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Law Enforcement >> LE425 >> Section 41830 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting all learning needs	2016-09-09	
Allan Hancock College >> Law Enforcement >> LE425 >> Section 41831 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Course is meeting the learning needs.	2016-09-09	

LE426 - Patrol Rifle Course

SLOs	
CSLOs	» LE426 SLO1 - Students shall successfully complete the required course hours including meeting all of the POST academic requirements and POST skills requirements.
Mapped PSLOs	<p>Law Enforcement Program Outcomes Law Enforcement Program Outcomes</p> <p>» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.</p>
Mapped ILOs	(None)

LE480 - Women in Public Safety Careers

SLOs	
CSLOs	<p>» LE480 SLO1 - Demonstrate the ability to endure the physical, psychological, scholastic, and emotional rigors of a Public Safety Academy. Thereby demonstrating readiness to enroll in the Basic Law Enforcement, EMT or Fire Fighter Academy.</p> <p>» LE480 SLO2 - Successfully complete the academic requirements, physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the Basic Law Enforcement, EMT or Fire Fighter Academy.</p>
Mapped PSLOs	<p>Law Enforcement Program Outcomes Law Enforcement Program Outcomes</p> <p>» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.</p> <p>» LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.</p>
Mapped ILOs	<p>ILO ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.</p>

Spring 2016 Program Review Annual Update - SLO Data

Review this data to respond to Questions III. Program SLOs/Assessment and IV. Course SLOs/Assessment of the annual update template.

**You do not need to attach all reports to your annual update. Attach only the reports that you need to address the questions in the update template. You may want to attach the following reports to your annual update:

Reports included in data package:

1. ILO/PSLO Summary by Course/Context
2. SLO Performance – ILO/PSLO Overall
3. Course Statistics and Evidence
4. SLO Performance – By Department, Course, CSLO

Things to consider:

1. ILO/PSLO SUMMARY MAP BY COURSE/CONTEXT - REVIEW YOUR MAPPING FORM (#1)
 - o Do your course SLOs align correctly with your program SLOs? If not, address what changes you would like to make and record them in your annual update.
2. SLO PERFORMANCE – ILO/PSLO OVERALL - REVIEW THE OVERALL PROGRAM ASSESSMENT DATA (#2)
 - o How are your students performing at the program level? In this case approximately 12% of students are below the standard. This is acceptable and doesn't raise any flags. If this number was higher (specifically 30% or above) you would want to address this in your narrative and provide actions to work to improve this in the future.

Report Totals by Term:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2015	396	73.16%	53	15.26%	60	11.03%	3	0.55%	544	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	120	71.43%	21	12.50%	27	16.07%	0	0.00%	166	100.00%
Total	516	72.75%	104	14.61%	87	12.22%	3	0.42%	712	100.00%

3. COURSE STATISTICS AND EVIDENCE - REVIEW THE COURSE STATISTICS AND EVIDENCE REPORT (#3).
 - o This shows a summary of the courses in your discipline, do they all have SLOs, are they mapped, do they have assessments, etc. Does anything stand out you need to fix or address? Also this shows each course, its SLOs and assessments for F15/U15/S15 and any course improvement plans (if they were completed for these terms). If you don't see your course improvement plans, you may only have completed plans at the section level. Contact Jennie to get a report of section plans.
 - o Review your course improvement plans to see what might stand out, such as changes to be made, and highlight them within your narrative. You don't need to address everything, but you might pick 1-3 items. In this example below, due to too many assessments, this program wants to simplify their

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SLOs. That should be recorded in the narrative to “close the loop” and as a potential goal for the next year.

Action Plans
 Spring 2015
 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> [redacted] - Spring 2015					
What did the assessment data indicate about the strengths of your course?		Anonymous	86% of students met or exceeded standard. In Health Sciences we have a different grading criteria than other areas of the college. 75% is the minimum standard. So students are held to a higher standard.	2016-02-04	
What did the assessment data indicate about the weaknesses of your course?		Anonymous	13% of students were below the expectation. Below 75%	2016-02-04	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?		Anonymous	We have too many assessments for this course-(five). We will be simplify the SLO's and feel like they will be more manageable in the future.	2016-02-04	

4. SLO PERFORMANCE – BY DEPARTMENT, COURSE, CSLO - REVIEW THE SLO PERFORMANCE (#4).

- For the terms selected, this will show which SLOs for each course have assessment data. This report will assist you when you review your assessment plan to see if you are on track to assess ALL SLOs at least once within a six year cycle.

Contact Jennie Robertson at x3880 or jrobertson@hancockcollege.edu if you want to make changes to your mappings, or if you want additional reports from eLumen or to schedule training.

ILO/PSLO Summary Map by Course/Context

Selected SLOs: PSLOs for Law Enforcement

Course Group: Courses for Law Enforcement

Courses	Law Enforcement Program Outcomes: Law Enforcement Program Outcomes	
	LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.	LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
LE310	1	0
LE318	1	2
LE320	1	0
LE329	1	1
LE341	0	2
LE351	2	0
LE352	2	0
LE363	2	0
LE355	1	1
LE356	0	3
LE357	0	2
LE360	2	0
LE361	2	2
LE362	2	2
LE363	2	2
LE364	2	2
LE365	2	2
LE366	1	1
LE371	1	0
LE379B	4	4
LE421	2	0
LE424	2	0
LE425	2	0
LE480	1	1
	36	27

SLO Performance - ILO/PSLO Overall

Program: Law Enforcement

Date: 02/18/2016

Terms: Fall 2015, Summer 2015, Spring 2015

PSLO: LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2015	31	77.50%	4	10.00%	5	12.50%	0	0.00%	40	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	29	55.77%	22	42.31%	1	1.92%	0	0.00%	52	100.00%
Total	60	65.22%	26	28.26%	6	6.52%	0	0.00%	92	100.00%

PSLO: LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	26	100.00%	0	0.00%	0	0.00%	0	0.00%	26	100.00%
Total	26	100.00%	0	0.00%	0	0.00%	0	0.00%	26	100.00%

Report Totals by Term:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2015	31	77.50%	4	10.00%	5	12.50%	0	0.00%	40	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	55	70.51%	22	28.21%	1	1.28%	0	0.00%	78	100.00%
Total	86	72.88%	26	22.03%	6	5.08%	0	0.00%	118	100.00%

Grand Totals:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Total	86	72.88%	26	22.03%	6	5.08%	0	0.00%	118	100.00%

Course Statistics And Evidence

Law Enforcement

Date: 02/18/2016

Terms: Fall 2015, Summer 2015, Spring 2015

Summary

Statistic	Count	Courses/Contexts
Courses	24	LE310, LE318, LE320, LE329, LE341, LE351, LE352, LE353, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE371, LE379B, LE421, LE424, LE425, LE480
Courses with CSLOs	24	LE310, LE318, LE320, LE329, LE341, LE351, LE352, LE353, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE371, LE379B, LE421, LE424, LE425, LE480
Courses without CSLOs	0	
Courses with CSLOs mapped to PSLOs	24	LE310, LE318, LE320, LE329, LE341, LE351, LE352, LE353, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE371, LE379B, LE421, LE424, LE425, LE480
Courses without CSLOs mapped to PSLOs	0	
Courses with directly assessed PSLOs	0	
Courses with CSLOs mapped to ILOs	20	LE310, LE318, LE320, LE329, LE341, LE351, LE352, LE353, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE371, LE379B
Courses without CSLOs mapped to ILOs	4	LE421, LE424, LE425, LE480
Courses with directly assessed ILOs	0	
Courses with Assessments	3	LE310, LE318, LE320
Courses with all Assessments scored	3	LE318, LE320, LE310
Courses with some Assessments scored	0	
Courses without any Assessment scored	0	
Courses without Assessments	21	LE329, LE341, LE351, LE352, LE353, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE371, LE379B, LE421, LE424, LE425, LE480
Courses with Action Plans	24	LE310, LE318, LE320, LE329, LE341, LE351, LE352, LE353, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE371, LE379B, LE421, LE424, LE425, LE480
Courses with all Action Plans answered	0	
Courses with some Action Plans answered	10	LE320, LE356, LE353, LE351, LE310, LE352, LE421, LE424, LE425, LE357
Courses without any Action Plan answered	14	LE362, LE365, LE318, LE366, LE363, LE355, LE360, LE361, LE480, LE371, LE341, LE329, LE364, LE379B
Courses without Action Plans	0	
LE310 - Intro to LE Acad (Pre-Academy)		
SLOs		
CSLOs	» LE310 SLO1 - Successfully complete the two-day pre-academy course meeting all of the academic requirements, all the physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the LE 320 Basic Academy.	
Mapped PSLOs	» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.	
Mapped ILOs	» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.	

Assessments

Spring 2015

Instructor Observation, physical and written tests

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
LE310 SLO1 - Successfully complete the two-day pre-academy course meeting all of the academic requirements, all the physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the LE 320 Basic Academy.	19 of 19	0%	94.74%	5.26%	0

Fall 2015

Fall 2015 Pre-Academy

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
LE310 SLO1 - Successfully complete the two-day pre-academy course meeting all of the academic requirements, all the physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the LE 320 Basic Academy.	24 of 24	75%	4.17%	20.83%	0

LE318 - Traffic Collision Invest

SLOs

CSLOs	<ul style="list-style-type: none"> » LE318 SLO1 - Demonstrate knowledge of recommended procedures for responding to traffic collision scenes in the field. » LE318 SLO2 - Recognize various criminal or vehicle code violations and take appropriate enforcement action » LE318 SLO3 - Show ability to complete all state required forms, diagrams, narratives, including photographs, and measurements.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Assessments

Spring 2015

Traffic Collision Investigation

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
LE318 SLO1 - Demonstrate knowledge of recommended procedures for responding to traffic collision scenes in the field.	13 of 13	100%	0%	0%	0
LE318 SLO2 - Recognize various criminal or vehicle code violations and take appropriate enforcement action	13 of 13	100%	0%	0%	0
LE318 SLO3 - Show ability to complete all state required forms, diagrams, narratives, including photographs, and measurements.	13 of 13	100%	0%	0%	0

LE320 - Basic Law Enforcement Academy

SLOs

CSLOs	<ul style="list-style-type: none"> » LE320 SLO1 - Successfully complete the 20 week POST academy course meeting all of the POST academic requirements, all the POST physical fitness requirements, military discipline/drill requirements and the POST skills requirements. Thereby graduating from the LE 320 Basic Academy and receiving a certificate.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Assessments

Spring 2015

Spring 2015

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
LE320 SLO1 - Successfully complete the 20 week POST academy course meeting all of the POST academic requirements, all the POST physical fitness requirements, military discipline/drill requirements and the POST skills requirements. Thereby graduating from the LE 320 Basic Academy and receiving a certificate.	20 of 20	80%	20%	0%	0

Fall 2015

Class 109 Assessment

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
LE320 SLO1 - Successfully complete the 20 week POST academy course meeting all of the POST academic requirements, all the POST physical fitness requirements, military discipline/drill requirements and the POST skills requirements. Thereby graduating from the LE 320 Basic Academy and receiving a certificate.	16 of 16	81.25%	18.75%	0%	0

LE329 - State Hospital Peace Officer

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE329 SLO1 - Show the ability to execute recommended procedures for responding to various law enforcement situations in the field. » LE329 SLO2 - Recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and contraband and/or evidence in the field
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

LE341 - EVOC/Non-Law Enforcement

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE341 SLO1 - Analyze specific field situations, which will vary. » LE341 SLO2 - Perform course-taught skills.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

LE351 - Field Training Officer

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE351 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field » LE351 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

LE352 - Field Training Officer Update

SLOs

CSLOs	<ul style="list-style-type: none"> » LE352 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field » LE352 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field
Mapped PSLOs	» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	» ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

LE353 - Field Training Administrator

SLOs

CSLOs	<ul style="list-style-type: none"> » LE353 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field » LE353 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field
Mapped PSLOs	» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	» ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

LE355 - Leadership Development

SLOs

CSLOs	<ul style="list-style-type: none"> » LE355 SLO1 - Demonstrate knowledge of leadership concepts and roles, organizational changes, liability issues, performance evaluations, disciplinary processes, group dynamics, ethical decision making, and community policing. » LE355 SLO2 - Communicate effectively the oral board presentation and exercise.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

LE356 - Crime Scene Investigation

SLOs

CSLOs	<ul style="list-style-type: none"> » LE356 SLO1 - Execute proper forensic procedures for the collection and preservation of blood, urine, semen, fingerprints at a crime scene such as a homicide or sexual assault » LE356 SLO2 - Recognize various criminal or vehicle code violations and take appropriate enforcement action. » LE356 SLO3 - Preparation of all state required forms, diagrams, narratives, including photographs, and measurements
Mapped PSLOs	» LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	» ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

LE357 - Instructor Development

SLOs

CSLOs	<ul style="list-style-type: none"> » LE357 SLO1 - Demonstrate the ability to design and deliver adult learning instructional and facilitation strategies. » LE357 SLO2 - Communicate assignments effectively to students.
Mapped PSLOs	» LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

LE360 - Arrest & Control/EVOC

SLOs

CSLOs	<ul style="list-style-type: none"> » LE360 SLO1 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques. » LE360 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE361 - Force Options Simulator/EVOC

SLOs

CSLOs	<ul style="list-style-type: none"> » LE361 SLO1 - Demonstrate POST established minimum level of skills and judgment in a force option simulator. » LE361 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE362 - LE Driving Simulator/EVOC

SLOs

CSLOs	<ul style="list-style-type: none"> » LE362 SLO1 - Demonstrate POST established minimum level of skills and judgement in a driving simulator. » LE362 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE363 - Force Ops Sim/Arrest & Cntrl

SLOs

CSLOs	<ul style="list-style-type: none"> » LE363 SLO1 - Demonstrate POST established minimum levels of skills and judgement in a force options simulator. » LE363 SLO2 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE364 - LE Driving Sim/Arrest & Cntrl

SLOs

CSLOs	<ul style="list-style-type: none"> » LE364 SLO1 - Demonstrate POST established minimum level of skills and judgment in a driving simulator. » LE364 SLO2 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE365 - LE Driving Sim/Force Ops Sim

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE365 SLO1 - Demonstrate POST established minimum level of skills and judgement in a driving simulator » LE365 SLO2 - Demonstrate POST established minimum levels of skills and judgement in a force options simulator.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE366 - EVOC

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE366 SLO1 - Demonstrate POST established minimum levels of skills in behind the wheel driving of emergency vehicles at various speeds and conditions.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE371 - Arrest & Control Inst Cert

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE371 SLO1 - Demonstrate the ability to teach any of the current or newly revised takedowns, joint locks, strikes, blocks and grappling techniques, including psycho-motor skills domain as well as the cognitive and affective domains.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE379B - LE Agency EVOC Training

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE379B SLO1 - Operate a vehicle in such a manner as to be able to avoid involvement in a collision, no matter what the conditions. » LE379B SLO2 - Operate an emergency vehicle in a Code 3 response using sound judgment and due care in accordance with agency policy and applicable CA Vehicle Code. » LE379B SLO3 - Know when to initiate a pursuit and when a pursuit should be terminated. » LE379B SLO4 - Use proper techniques to better control the vehicle in all conditions and reduce the effects of the vehicle dynamics.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	<ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

LE421 - Complaint Dispatcher

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE421 SLO1 - Execute POST recommended procedures for dispatching and maintaining radio communications with police/sheriffs units responding to various law enforcement situations in the field » LE421 SLO2 - Recognize various criminal acts relayed telephonically by citizens and radio dispatch police units and other public safety agencies to respond
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	<ul style="list-style-type: none"> » (None)

LE424 - PC 832 Arrest

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE424 SLO1 - Execute legal arrests, searches and detentions of criminals in compliance with California Statutes, case law, and POST standards » LE424 SLO2 - Use legal and safe procedures for overcoming resistance handcuffing and searching people arrested for committing crimes in compliance with California State POST standards.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	<ul style="list-style-type: none"> » (None)

LE425 - PC 832 Firearms

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE425 SLO1 - Execute recommended procedures for loading, unloading, handling, disassembling and cleaning a semiautomatic pistol or revolver in compliance with State standards » LE425 SLO2 - Execute recommended and safe procedures for aiming and firing a semiautomatic pistol or revolver accurately in compliance with State POST standards
Mapped PSLOs	» LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.
Mapped ILOs	» (None)

LE480 - Women in Public Safety Careers

SLOs	
CSLOs	<ul style="list-style-type: none"> » LE480 SLO1 - Demonstrate the ability to endure the physical, psychological, scholastic, and emotional rigors of a Public Safety Academy. Thereby demonstrating readiness to enroll in the Basic Law Enforcement, EMT or Fire Fighter Academy. » LE480 SLO2 - Successfully complete the academic requirements, physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the Basic Law Enforcement, EMT or Fire Fighter Academy.
Mapped PSLOs	<ul style="list-style-type: none"> » LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training. » LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.
Mapped ILOs	» (None)

SLO Performance - By Department, Course, CSLO

Program: Law Enforcement

Date: 03/01/2016

Terms: Fall 2015, Summer 2015, Spring 2015

LE310: Intro to LE Acad (Pre-Academy)

LE310 SLO1 - Successfully complete the two-day pre-academy course meeting all of the academic requirements, all the physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the LE 320 Basic Academy.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	18	75.00%	1	4.17%	5	20.83%	24	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	18	94.74%	1	5.26%	19	100.00%
Totals	18	41.86%	19	44.19%	6	13.95%	43	100.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	18	75.00%	1	4.17%	5	20.83%	24	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	18	94.74%	1	5.26%	19	100.00%
Totals	18	41.86%	19	44.19%	6	13.95%	43	100.00%

LE318: Traffic Collision Invest.

LE318 SLO1 - Demonstrate knowledge of recommended procedures for responding to traffic collision scenes in the field.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	13	100.00%	0	0.00%	0	0.00%	13	100.00%
Totals	13	100.00%	0	0.00%	0	0.00%	13	100.00%

LE318 SLO2 -Recognize various criminal or vehicle code violations and take appropriate enforcement action

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	13	100.00%	0	0.00%	0	0.00%	13	100.00%
Totals	13	100.00%	0	0.00%	0	0.00%	13	100.00%

LE318 SLO3 - Show ability to complete all state required forms, diagrams, narratives, including photographs, and measurements.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	13	100.00%	0	0.00%	0	0.00%	13	100.00%
Totals	13	100.00%	0	0.00%	0	0.00%	13	100.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	39	100.00%	0	0.00%	0	0.00%	39	100.00%
Totals	39	100.00%	0	0.00%	0	0.00%	39	100.00%

LE320: Basic Law Enforcement Academy

LE320 SLO1 - Successfully complete the 20 week POST academy course meeting all of the POST academic requirements, all the POST physical fitness requirements, military discipline/drill requirements and the POST skills requirements. Thereby graduating from the LE 320 Basic Academy and receiving a certificate.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	13	81.25%	3	18.75%	0	0.00%	16	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	16	80.00%	4	20.00%	0	0.00%	20	100.00%
Totals	29	80.66%	7	19.44%	0	0.00%	36	100.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	13	81.25%	3	18.75%	0	0.00%	16	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	16	80.00%	4	20.00%	0	0.00%	20	100.00%
Totals	29	80.66%	7	19.44%	0	0.00%	36	100.00%

LE329: State Hospital Peace Officer

LE329 SLO1 - Show the ability to execute recommended procedures for responding to various law enforcement situations in the field.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE329 SLO2 - Recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and contraband and/or evidence in the field

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE341: EVOC/Non-Law Enforcement

LE341 SLO1 - Analyze specific field situations, which will vary.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE341 SLO2 - Perform course-taught skills.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE351: Field Training Officer

LE351 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE351 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE352: Field Training Officer Update

LE352 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE352 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE353: Field Training Administrator

LE353 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE353 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE355: Leadership Development

LE355 SLO1 - Demonstrate knowledge of leadership concepts and roles, organizational changes, liability issues, performance evaluations, disciplinary processes, group dynamics, ethical decision making, and community policing.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE355 SLO2 - Communicate effectively the oral board presentation and exercise.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE356: Crime Scene Investigation

LE356 SLO1 - Execute proper forensic procedures for the collection and preservation of blood, urine, semen, fingerprints at a crime scene such as a homicide or sexual assault

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE356 SLO2 - Recognize various criminal or vehicle code violations and take appropriate enforcement action.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE356 SLO3 - Preparation of all state required forms, diagrams, narratives, including photographs, and measurements

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE357: Instructor Development

LE357 SLO1 - Demonstrate the ability to design and deliver adult learning instructional and facilitation strategies.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE357 SLO2 - Communicate assignments effectively to students.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE360: Arrest & Control/EVOC

LE360 SLO1 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE360 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE361: Force Options Simulator/EVOC

LE361 SLO1 - Demonstrate POST established minimum level of skills and judgment in a force option simulator.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE361 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE362: LE Driving Simulator/EVOC

LE362 SLO1 - Demonstrate POST established minimum level of skills and judgement in a driving simulator.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE362 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE363: Force Ops Sim/Arrest & Cntrl

LE363 SLO1 - Demonstrate POST established minimum levels of skills and judgement in a force options simulator.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE363 SLO2 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE364: LE Driving Sim/Arrest & Cntrl

LE364 SLO1 - Demonstrate POST established minimum level of skills and judgment in a driving simulator.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE364 SLO2 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE365: LE Driving Sim/Force Ops Sim

LE365 SLO1 - Demonstrate POST established minimum level of skills and judgement in a driving simulator

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE365 SLO2 - Demonstrate POST established minimum levels of skills and judgement in a force options simulator.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE366: EVOC

LE366 SLO1 - Demonstrate POST established minimum levels of skills in behind the wheel driving of emergency vehicles at various speeds and conditions.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE371: Arrest & Control Inst Cert

LE371 SLO1 - Demonstrate the ability to teach any of the current or newly revised takedowns, joint locks, strikes, blocks and grappling techniques, including psycho-motor skills domain as well as the cognitive and affective domains.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE379B: LE Agency EVOC Training

LE379B SLO1 - Operate a vehicle in such a manner as to be able to avoid involvement in a collision, no matter what the conditions.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE379B SLO2 - Operate an emergency vehicle in a Code 3 response using sound judgment and due care in accordance with agency policy and applicable CA Vehicle Code.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE379B SLO3 - Know when to initiate a pursuit and when a pursuit should be terminated.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE379B SLO4 - Use proper techniques to better control the vehicle in all conditions and reduce the effects of the vehicle dynamics.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE421: Complaint Dispatcher

LE421 SLO1 - Execute POST recommended procedures for dispatching and maintaining radio communications with police/sheriffs units responding to various law enforcement situations in the field

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE421 SLO2 - Recognize various criminal acts relayed telephonically by citizens and radio dispatch police units and other public safety agencies to respond

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE424: PC 832 Arrest

LE424 SLO1 - Execute legal arrests, searches and detentions of criminals in compliance with California Statutes, case law, and POST standards

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE424 SLO2 - Use legal and safe procedures for overcoming resistance handcuffing and searching people arrested for committing crimes in compliance with California State POST standards.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE425: PC 832 Firearms

LE425 SLO1 - Execute recommended procedures for loading, unloading, handling, disassembling and cleaning a semiautomatic pistol or revolver in compliance with State standards

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE425 SLO2 - Execute recommended and safe procedures for aiming and firing a semiautomatic pistol or revolver accurately in compliance with State POST standards

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE480: Women in Public Safety Careers

LE480 SLO1 - Demonstrate the ability to endure the physical, psychological, scholastic, and emotional rigors of a Public Safety Academy. Thereby demonstrating readiness to enroll in the Basic Law Enforcement, EMT or Fire Fighter Academy.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

LE480 SLO2 - Successfully complete the academic requirements, physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the Basic Law Enforcement, EMT or Fire Fighter Academy.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Report Totals:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	31	77.50%	4	10.00%	5	12.50%	40	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	55	70.51%	22	28.21%	1	1.28%	78	100.00%
Totals	86	72.88%	26	22.03%	6	5.08%	118	100.00%

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EXHIBIT 4
COURSE REVIEW
VERIFICATION
SHEET

COURSE REVIEW VERIFICATION

Discipline: Law Enforcement Year: 2017

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):
LE310, LE318, LE320, LE329, LE330, LE341, LE351, LE352, LE353, LE354, LE355, LE356, LE357, LE360, LE361, LE362, LE363, LE364, LE365, LE366, LE367, LE368, LE370, LE371, LE372, LE421, LE424, LE425, LE426, LE427, LE440, LE441 and LE480

2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 20____ SPRING 20____: None

3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20____ SPRING 20____: None



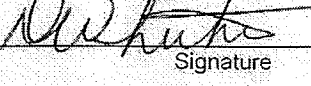
GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an AHC GE requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: _____

The following courses were reviewed as meeting the MCGS requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: _____

The following courses were reviewed as meeting the H&W requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: _____

Course Review Team Members:

Kristy Treur		12/19/17
Name	Signature	Date
Robert Reid		12-19-2017
Name	Signature	Date
David Whitham		12/19/17
Name	Signature	Date
Name	Signature	Date
AP&P Chair		
AP&P Chair	Signature	Date
Academic Dean		
Academic Dean	Signature	Date

Appendix 1

LE Course Outlines

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice

Department: Public Safety

Prefix and Number: LE 310

Catalog Course Title: Introduction to Law Enforcement Academy (Pre-Academy)

Banner Course Title: Intro to LE Acad (Pre-Academy)

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.000	16.0 - 18.0	1.0
Lab	0.250	4.0 - 4.5	0.0
Total Hours	1.0	20.0 - 22.5	1.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Admission by application.

Entrance Skills

None

Catalog Description

An orientation course designed to prepare students for the Law Enforcement Academy. A series of self-assessment activities and exercises will help students understand the Academy challenges and requirements. This course is presented in a rigorous and disciplined training environment. Students will participate in activities designed to simulate the Allan Hancock College Law Enforcement Academy to assess individual emotional, mental and physical readiness for the Academy. Students with pre-existing injuries or disabilities or who have physical, emotional or mental limitations should contact the course coordinator or college student services office for advisement.

Course Content

Lecture

1. PELLETB Entry test
 2. Introduction to POST Basic Training
 3. Introduction to Academy life
 4. Memo Writing Exercise
 5. Academy Survival and Success
 6. Mock Learning Domain
 7. Fitness Requirements
 8. Fitness Assessment
 9. Drill and Ceremony
 10. Test and Review
 11. Regulations Preview
 12. Facility Use and Information
 13. Recent Graduate Presentation
 14. Physical Training Workout
 15. Debriefing and Evaluations
 16. Family Members Orientation
-

Course Objectives

At the end of the course, the student will be able to:

1. identify personal academic readiness.
 2. identify personal physical readiness.
 3. identify personal emotional readiness
-

Methods of Instruction

- Demonstration
- Discussion

- Lab
 - Lecture
-

Outside Assignments

- Outside Assignments
Students will be required to complete an outside written assignment while attending the Pre-Academy.
-

Methods of Evaluation

- Exams/Tests
 - Quizzes
 - Class Performance
 - Writing Requirements
 - Other
 1. Students will take the PELLETB test.
 2. Students will be administered a sample written multiple-choice test.
 3. Student will be given an initial physical fitness test.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts
None

Instructional Materials
None

Student Learning Outcomes

1. LE310 SLO1 - Successfully complete the two-day pre-academy course meeting all of the academic requirements, all the physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the LE 320 Basic Academy.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 318
Catalog Course Title: Traffic Collision Investigation
Banner Course Title: Traffic Collision Invest

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.500	24.0 - 27.0	1.5
Lab	1.000	16.0 - 18.0	0.0
Total Hours	2.5	40.0 - 45.0	1.5

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
POST certified basic law enforcement academy or equivalent training as determined by the Director, Law Enforcement training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Limitations on Enrollment
Must possess a valid driver's license.

Entrance Skills

Entrance Skills Other (Legacy)

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are:

1. Demonstrate California State POST mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, and physical fitness.
 2. Demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability.
 3. Demonstrate the California State POST mandated minimum levels of knowledge.
 4. Familiarity with and knowledge of the California Penal Code, Vehicle Code, Health &
 5. Safety Code and Welfare & Institutions Code.
 6. Effective non-verbal and verbal communication used in policing.
 7. Familiarity with case law pertinent to policing.
 8. Proper CPR and first aid techniques.
-

Catalog Description

This P.O.S.T. certified course provides field officers with advanced knowledge and skills for investigating traffic collisions. Emphasis will be upon documenting information and evidence at the collision scene. Participants will learn and demonstrate in practical simulations effective procedures for conducting preliminary traffic collision investigations. The course satisfies the mandates of California Vehicle Code 40600(a).

Course Content

Lecture

1. Introduction and Orientation
2. Vehicle Collisions & Scene Management
3. Collision Related Evidence
4. Collision Investigation Manual(CIM), report forms & diagramming
5. Field Exercise - Mock Collision (station-line practice)
6. Classroom Diagramming Exercise
7. Vehicle Damage Assessment & Descriptions
8. Restraint Analysis
9. Interview Techniques
10. Case Presentation
11. Vehicular Homicide Matrix
12. Lamp Examination - Collision Sequence
13. Review, Q&A, Final Examination and Course Evaluation

Course Objectives

At the end of the course, the student will be able to:

1. prepare a full-format (CHP form #555)Collision Investigation Report.
2. identify and prioritize recommended procedures for preserving and analyzing traffic collision scenes.
3. utilize effective techniques to interview driver, witnesses, and other persons at a simulated collision scene.
4. identify and discuss the principles and procedures of inspecting vehicles that have been involved in collisions.
5. apply the course material by investigating at least one simulated traffic collision.

Methods of Instruction

- Demonstration
- Discussion
- Lab
- Lecture
- Methods of Instruction Description:
 - Guest speakers
 - Instructor-guided class discussions
 - Structured learning activities including practical simulations

Outside Assignments

- Outside Assignments
 1. Assigned readings and exercises in textbook.
 2. Readings from material in course binder and responses to focus questions
 3. Participation in the investigations of simulated (staged) collisions.
 4. Documentation of simulated collisions investigation on official reporting forms.

Methods of Evaluation

- Exams/Tests
- Oral Presentation
- Simulation
- Group Projects
- Class Participation
- Class Work
- Lab Activities
- Class Performance
- Writing Requirements
- Other

Examples:

1. Review of responses to focus questions from reading assignments.
2. Evaluation of participation and collision reports prepared by the students in the simulations.
3. Grading of the written examination.

Adopted Texts and Other Instructional Materials

Textbooks

1. R.W. Rivers Training and Reference Manual for Traffic Crash Investigation Edition: 3rd 2010

Other Texts

1. Course Binder
2. POST Basic Course Workbook series, Learning Domain 29 - Traffic Collision Investigation, version 3.1 (January 2009)

Instructional Materials

None

Student Learning Outcomes

1. LE318 SLO1 - Demonstrate knowledge of recommended procedures for responding to traffic collision scenes in the field.
2. LE318 SLO2 - Recognize various criminal or vehicle code violations and take appropriate enforcement action.
3. LE318 SLO3 - Show ability to complete all state required forms, diagrams, narratives, including photographs, and measurements.

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 320
Catalog Course Title: Basic Law Enforcement Academy
Banner Course Title: Basic Law Enforcement Academy

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	11.000	176.0 - 198.0	11.0
Lab	35.700	571.0 - 642.5	11.5
Total Hours	46.5	747.0 - 840.5	22.5

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Advisories
ENGL 306 Writing Lab

Advisories
PE 141 Physical Fitness Laboratory

Limitations on Enrollment
Students who are not sponsored by a law enforcement agency must complete the 18 hours Pre Academy evaluation and preparation course, LE 310, to ensure that they are physically capable of safely meeting the

rigorous State of California physical fitness requirements. Prior to enrollment, students must also complete an academy application packet and submit Livescan fingerprints to the California Department of Justice to verify that they can legally be issued and possess a firearm. Students must score 42 or higher on the POST PELLETB Test. Students must submit a completed California POST approved Medical History/Clearance form signed by their physician after medical examination. Additionally, students must be approved by the Law Enforcement Training Division of the Public Safety Department prior to enrolling.

Entrance Skills

Upon entering this course, the student should be able to:

ENGL 306 - Writing Lab

- do rudimentary word processing.
- perform complex Computer Assisted Writing (CAW) activities related to revision of text.

PE 141 - Physical Fitness Laboratory

- use resistance training in a self-paced mode through knowledge.
- evaluate marked improvement in their physical fitness and strength through the use of modern resistance equipment.
- perform at a pace that has increased his/her cardio-vascular efficiency.

Entrance Skills Other (Legacy)

ENGL 306:

1. do rudimentary word processing.
2. perform complex Computer Assisted Writing (CAW) activities related to revision of a text.

PE141:

1. use resistance training in a self-paced mode through knowledge.
2. evaluate marked improvement in their physical fitness and strength through the use of modern resistance equipment.

3. perform at a pace that has increased his/her cardio-vascular efficiency.

Catalog Description

This course is designed to satisfy the State of California Commission on Peace Officers Standards and Training (POST) requirements for basic law enforcement recruit training. It is presented in an environment of serious study, rigorous physical training, and strict law enforcement disciplinary procedures. The course is open to newly hired peace officers and other qualified students interested in employment as a law enforcement officer. Students who successfully complete the academy are awarded a certificate that qualifies them to be employed as law enforcement trainee by any California POST certified law enforcement agency. (F,S)

Course Content

Lecture

1. Ethics
2. Criminal Justice System
3. Police Community Relations
4. Intervention With People in Emotional Crisis
5. Handling Incidents Involving People with Mental Illness
6. Handling Incidents Involving People with Learning Disabilities
7. Handling Domestic Violence Incidents
8. Cultural and Ethnic Diversity and Racial Profiling
9. Gang Awareness, Criminal Street and Prison Gangs
10. Criminal Law Introduction
11. Criminal Law-Property Crimes
12. Criminal Law-Crimes Against Persons
13. Criminal Law-General Statutes
14. Criminal Law-Crimes Against Children
15. Criminal Law-Sexual Crimes

16. Criminal Law-Laws of Arrest
17. Criminal Law-Search and Seizure
18. Criminal Law-Laws of Evidence
19. Criminal Law-Crimes Against the Justice System
20. Criminal Law-Weapons Statutes and Violations
21. Criminal Law-Custody and Correctional Legal Issues
22. Use of Force-Legal, Ethical, and Emotional Issues and Consequences
23. Juvenile Procedures
24. Narcotics and Controlled Substances
25. Writing of Official Reports and Court Documents-Structure, Grammar, Forms
26. Emergency Vehicle Operations-High and Low Speeds
27. Handling Crimes In Progress-Police Tactical Responses
28. Handling Large Crowds, Riots and Demonstrators-Police Tactical Responses
29. Unusual Occurrences-Police Response to Natural and Man-Made Disasters
30. Missing Persons Investigations
31. Traffic Law-Vehicle Code Statutes and Enforcement
32. Traffic Law-Collision Investigation
33. Crime Scene Investigations-Collection of Evidence, Interviews, Follow Up
34. Mock Trial
35. Physical Fitness-Conditioning Exercises, Nutrition, Stress Management
36. Physical Arrest Methods and Self Defense
37. Firearms and Chemical Agents-Live Fire at Shooting Range & Safety Issues
38. First Aid and CPR
39. Automated Information Systems-State and Federal Data Bases
40. Hazardous Materials-Chemical Spills, Gas Leaks, Radio Active Materials

41. Federal Emergency Management Training (NEMS/SEMS)
 42. Academy Specific Topics-Syllabus, Orientation Rules, Procedures, Regulations, etc.
 43. Review and Practice
 44. Scenario Tests-State Mandated/Scripted Practical Field Problems
 45. Written Exams-State Mandated Multiple Choice Tests
-

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate California State POST mandated minimum levels of psychomotor skills and safety in firearms, emergency vehicle operations, arrest and control methods, and physical fitness by passing all POST skills tests in these areas.
 2. demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability by passing all 14 POST practical field problem scenarios.
 3. demonstrate the California State POST mandated minimum levels of knowledge by passing all 26 POST written examinations.
 4. successfully complete the California State POST Field Training Officer program once employed as a peace officer trainee by a POST certified police or sheriff's department.
-

Methods of Instruction

- Discussion
- Lab
- Lecture
- Methods of Instruction Description:

Demonstrations and hands-on, step-by-step walk through of skill components with emphasis on safety, frequent controlled/supervised practice sessions, frequent critique, use of POST force options and driving simulators, use of live firearms and shooting ranges, high speed driving track and specially-equipped vehicles, martial arts, boxing and wrestling drills, weight lifting equipment, police obstacle courses and other physical conditioning apparatuses.

Critique DVDs of actual police situations, group discussion, learning activities, situation reenactments, role playing, guest appearances by victim's advocacy groups, parolees and their parole officers, and coaching by veteran officers.

DVD, Powerpoint, group discussion, learning activities, reading and writing homework assignments and feedback.

Assisting students with job placement, job application and interview techniques and continual liaison with POST and local agency recruitment programs.

Outside Assignments

- Other Assignments

Practice skills at home, when in a safe environment, or at an authorized public facility when appropriate such as a shooting range, driving track, martial arts studio or gym, and to submit training logs of these on a regular basis.

Maintain physical fitness through at home conditioning activities and submit training logs of these activities on a regular basis.

Arrange for, and go on, several ride-alongs with a variety of local police and sheriff's departments and to submit a report that details their observations, comparisons, significant learning and description of critical incidents experienced with each agency.

Homework assignments to write memorandums and reports on various staged incidents and of DVD presentations of actual police incidents.

Reading of all 42 California POST Student Workbooks. Reading of California State Penal Code and Vehicle Code. Reading of sections of the California Welfare and Institutions Code and Health and Safety Code.

Reading of selected police reports, investigations, court transcripts, and case law.

Research hiring procedures, and fill out required application forms, background history forms, etc. and apply for employment at a California POST certified police or sheriff's department and go through the interview, testing, medical exam and background investigation processes.

Methods of Evaluation

- Exams/Tests
- Quizzes
- Other

All skills tests, practical scenario tests and written examinations are provided by California State POST. The minimum passing scores and maximum number of times the tests can be taken (2x) are also established by POST and State Law.

Skills test will be administered in compliance with POST protocols, using POST score forms and POST performance criteria; the students will either meet that criteria or fail the course.

POST scenario scripts and evaluation forms will be used for all 14 mandated field problem tests; students who fail to meet POST minimum criteria on any one of these 14 will fail the course.

POST multiple choice written examinations will be obtained from Sacramento and administered using POST protocols; student answer sheets will be scored by POST and students who fail to earn the POST

minimum score on their second attempt on the same exam will fail the course.

Maintaining continual liaison with police and sheriff's department Field Training Officer Coordinators and Recruitment Officers.

Adopted Texts and Other Instructional Materials

Textbooks

None

Other Texts

1. California State POST Student Workbooks, there are 42 separate workbooks, one for each POST mandated learning domain, current editions
2. California State Penal Code, current edition
3. California State Vehicle Code, current edition
4. Allan Hancock College Recruit Regulations Manual, current edition

Instructional Materials

None

Student Learning Outcomes

1. LE320 SLO1 - Successfully complete the 21 week POST academy course meeting all of the POST academic requirements, all the POST physical fitness requirements, military discipline/drill requirements and the POST skills requirements. Thereby graduating from the LE 320 Basic Academy and receiving a certificate.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 329
Catalog Course Title: State Hospital Peace Officer
Banner Course Title: State Hospital Peace Officer

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	10.000	160.0 - 180.0	10.0
Lab	21.000	336.0 - 378.0	7.0
Total Hours	31.0	496.0 - 558.0	17.0

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
LE 424 PC 832 Arrest
or

Prerequisite
Completion of a 40 hour arrest and control course completed at another institution, or equivalent training as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing

authorities will also grant equivalency for licensure or employment purposes.

Limitations on Enrollment

Students must possess a valid driver's license; meet the state required minimum qualifications for State Hospital Peace Officer, and have a Department of Justice clearance letter to possess a firearm.

Entrance Skills

Upon entering this course, the student should be able to:

LE 424 - PC 832 Arrest

- analyze in an objective examination the role and ethical responsibilities of a peace officer.
- apply the principles of discretionary decision-making by using their knowledge of statutory and case law to determine how a situation should be handled either informally or formally through the criminal justice system and when to utilize the appropriate use of force.
- explain the legal constraints and procedures involved in executing searches, seizures, and arrests.
- perform course-taught performance skills (i.e., control holds, handcuffing, searching and takedown).

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Demonstrate minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 2) Demonstrate minimum levels of critical thinking, judgement and problem solving ability. 3) Effective non-verbal and verbal communication used in policing. 4) Familiarity with case law pertinent to policing. 5) Proper CPR and first aid techniques.

Entrance Skills Other (Legacy)

Catalog Description

This course delivered over fifteen weeks, provides the student with the basic knowledge and skills for entry into the on-the job training program for peace officers at state hospitals such as Atascadero State Hospital. To enroll, students need to meet the State-required minimum qualifications for employment as a State Hospital Peace Officer, completion of a 40 hour Arrest and Control Course (LE424, or equivalent at another institution), and have a Department of Justice clearance letter to possess a firearm. The course is presented in an atmosphere of

serious study and standard law enforcement discipline.

Course Content

Lecture

1. Leadership, Professionalism and Ethics
2. Criminal Justice System
3. Policing in the Community
4. Tactical Communications
5. Victimology and Crisis Intervention
6. Introduction to Criminal Law
7. Property Crimes
8. Crimes Against Persons
9. Death in Custody
10. General Criminal Statutes
11. Crimes Against Children
12. Sex Crimes
13. Controlled Substances (Interdiction)
14. Laws of Arrest
15. Search and Seizure
16. Presentation of Evidence
17. Court Testimony and Procedures
18. Investigate Report Writing
19. Records Management (report writing) System
20. Vehicle Operations (EVOC)
21. Use of Force
22. Patrol Techniques
23. Vehicle Pullovers
24. Crimes in Progress
25. Domestic Violence
26. Unusual Occurrences (ICS)
27. Missing Persons
28. Traffic Enforcement
29. Crimes Scenes, Evidence, and Forensics
30. Mobile Crime Lab
31. Custody
32. Classifications (DPS)
33. Lifetime Fitness
34. Arrest Methods and Defense Tactics
35. ASP Baton
36. Scenarios
37. First Aid and CPR
38. Chemical Agents
39. P.C. 832 Firearms
40. Informations Systems
41. Persons with Disabilities

42. Gang Awareness
43. Crimes Against the Justice System
44. Weapons Violations
45. Hazardous Materials Awareness
46. Cultural Diversity / Discrimination
47. Racial Profiling
48. Learning Domain Testing Hours / Study Time
49. Final Exam
50. DPS Academy Critique / FTO Overview
51. DPS Academy Registration
52. DPS Academy Welcome
53. DPS Crisis / Hostage Intervention
54. DPS Department / Hospitalization Orientation
55. DPS FM 22-5
56. DPS Graduation - Class "A" Uniforms
57. DPS Graduation Ceremony
58. DPS Graduation Practice and Staging
59. DPS Incident Command System IS 100 LE (computer lab FEMA)
60. DPS Protocol / Drill and Ceremony
61. DPS Radio and Emergency Equipment
62. DPS Respiratory Precautions Fit Training and Testing (OSHA)
63. DPS Shakedown Captain
64. DPS Special Equipment
65. DPS Standard Operating Procedures
66. DPS Test Anxiety / Study Skills
67. DPS Tour of California Men's Colony (CDCR) and SLO Jail

Course Objectives

At the end of the course, the student will be able to:

1. identify and prioritize the role and responsibilities of a peace officer within the state hospital system.
2. analyze and apply (in role play situations and written assignments) statutory and case law enforcement activities.
3. understand the need for positive police-community-hospital interactions.
4. utilize lawful and competent levels of force to arrest and confine violators if necessary.
5. in practical situations, apply effective attitudes, decision-making, and manipulative skills towards general law enforcement duties, preliminary investigations and other services.

Methods of Instruction

- Demonstration
- Discussion
- Lab
- Lecture
- Methods of Instruction Description:
Demonstrations and hands-on, step-by-step walk through of skill components with emphasis on safety, frequent controlled, supervised practice sessions, frequent critique, use of POST force options and driving simulators, use of live firearms and shooting ranges, high speed driving track and specially-equipped vehicles, martial arts, boxing and wrestling drills, weight lifting equipment, police obstacle courses and other physical conditioning apparatuses.

Critique DVDs of actual police situations, group discussions, learning activities, situation reenactments, role playing, guest appearances by victim's advocacy groups, parolees and their parole officers, and coaching by veteran officers. Lecture, DVD, PowerPoint, group discussion, learning activities, reading and writing homework assignments and feedback. Assisting students with job placement, job application and interview techniques and continual liaison with POST and local agency recruitment programs.

Outside Assignments

- Outside Assignments
Students write essays on a variety of subjects including Leadership, Community Relations, Use of Force, and Crisis Intervention.

An example of an essay would be having the students view a video which shows actual footage of a police officer using force to obtain compliance. After viewing the video, cadets independently compose an essay in which they discuss a variety of topics, such as; whether the force was reasonable, other force options that may have been appropriate, how they would have handled the situation, what actions the officer took that could have been improved on, and what the officer did right.

Students will take quizzes and tests based on information from lecture and POST Learning Domain books. Students will also be tested via scenarios and role play.

Methods of Evaluation

- Exams/Tests
- Quizzes
- Research Projects
- Papers
- Oral Presentation
- Projects
- Simulation

- Group Projects
 - Class Participation
 - Class Work
 - Home Work
 - Lab Activities
 - Class Performance
 - Writing Requirements
 - Other
 1. Students are evaluated on material from each Learning Domain by quizzes of 20-30 questions, as well as writing assignments given throughout the course.
 2. Students take a comprehensive final exam of 150 questions at the end of the course.
 3. Practical application of course material is evaluated by scenario testing at the end of the course; students are evaluated on approximately 10 scenarios graded on a pass/fail basis. At least one scenario results in the students preparing a written police report.
-

Adopted Texts and Other Instructional Materials

Textbooks

None

Other Texts

1. course handouts as provided
2. NOTE: POST (Peace Officers Standards and Training) Basic Course Workbook Series are used as training guides but the course is not a POST certified law enforcement academy.

Instructional Materials

None

Student Learning Outcomes

1. LE329 SLO1 - Show the ability to execute recommended procedures for responding to various law enforcement situations in the field.
 2. LE329 SLO2 - Recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and contraband and/or evidence in the field.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 330
Catalog Course Title: Core Custody Academy
Banner Course Title: Core Custody Academy

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	10.000	160.0 - 180.0	10.0
Lab	3.300	52.5 - 59.0	1.0
Total Hours	13.0	212.5 - 239.0	11.0

Number of Times Course may be Repeated
1

Grading Method
Letter Grade Only

Requisites

Advisories
PE 141 Physical Fitness Laboratory
and

Advisories
ENGL 306 Writing Lab

Limitations on Enrollment
Placement into ENGL 513 or higher on the START placement exam; Students must 1) Be free of felony

convictions; 2) possess a valid California Driver's License; 3) undergo a fingerprint and criminal history check; 4) be a minimum of 18 years of age; 5) be a high school graduate, pass the GED, the California High School Proficiency Examination, or have attained a two-year or four-year degree from an accredited college or university; 6) complete a medical suitability examination; and 7) complete a Personal History Statement and interview prior to start of class.

Entrance Skills

Upon entering this course, the student should be able to:

PE 141 - Physical Fitness Laboratory

- use resistance training in a self-paced mode through knowledge.
- evaluate marked improvement in their physical fitness and strength through the use of modern resistance equipment.
- perform at a pace that has increased his/her cardio-vascular efficiency.

ENGL 306 - Writing Lab

- do rudimentary word processing.
- perform complex Computer Assisted Writing (CAW) activities related to revision of text.

Entrance Skills Other (Legacy)

Students should be aware that there are certain physical and academic expectations. Students will be tested frequently on both aspects of the training and will be expected to pass all areas of training prior to graduation.

Catalog Description

The Core Custody Academy is designed to satisfy State of California Standards and Training for Corrections (STC) requirements for students wanting to be hired as a custody officer by a law enforcement agency or currently employed as such. The acronym "core" refers to the description of the job as it relates to the overall mission of the adult corrections officer job and its place in the criminal justice system and from the statewide job analysis research conducted periodically by the STC program of the California Board of State and Community Corrections. The CORE Academy is an intensive college course with para-military discipline. Students attending the academy will be academically and physically challenged, faced with solving complex problems in a stressful, disciplined and structured environment. Recruits receive basic training in many phases of custody of prisoners.

Course Content

Lecture

1. Agency-specific training and interventions
 - a. Prison Rape Elimination Act
 - b. Chemical Agents exposure
 - c. Taser
 - d. EVOG safety course
 - e. First aid/CPR/AED
 - f. Professionalism and Ethics part 2
 - g. Baton/PR24/expandable baton certification
2. California Criminal Justice System Orientation
3. Codes, Statutes and other legal documents
4. Professionalism and Ethics part 1
5. Classification of Inmates
6. Contraband
7. Interpersonal, Tactical and Practical Communications
8. Defensive Tactics and Restraint Techniques
9. Booking and Receiving
10. Releasing Prisoners
11. Maintaining Security
12. Reporting and Record Keeping
13. Supervising Inmates
14. Distribution of Supplies and Commissary
15. Monitoring Psychological and Physical Health
16. Management of Inmate Workers
17. Screening and Monitoring of Visitors

18. Screening and Distribution of Mail
19. Transport Outside of Facility
20. Emergency Procedures
21. Testifying in Court
22. Physical Tasks and Conditioning

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate California Standards and Training for Corrections (STC) mandated minimum skill levels at the Core Academy.
2. demonstrate specific tasks performed in a designated job classifications within the corrections field.
3. perform basic tasks that each employee in the respective entry-level position must perform. The core tasks are identified through job analysis research conducted by STC.
4. demonstrate the skills and knowledge specific to the 22 STC mandated Learning Objectives.

Methods of Instruction

- Demonstration
- Discussion
- Lab
- Lecture
- Methods of Instruction Description:
Demonstrations and hands-on, step-by-step walk through of skills components with emphasis on safety, frequent critique, use of STC force options, physical training, martial arts, arrest and control skills, weight-lifting equipment, fitness obstacle courses, and other fitness apparatuses. Critique DVDs of actual custody situations, group discussions, learning activities, situation re-enactments, role-playing, guest appearances by victim advocacy groups, and coaching by veteran corrections officers. DVD, power-point, group discussion, learning activities, reading and writing homework assignments and feedback. Assisting students with job placement, application process and interview techniques and continual liaison with STC and local agency recruitment requirements.

Outside Assignments

- Outside Assignments

Practice skills at home, when in a safe environment, or at an authorized public facility such as a gym or martial arts studio, and to submit training logs of these activities on a regular basis.

Maintain physical fitness through at-home conditioning activities and submit training logs as required.

Homework assignments may include writing memorandums, reports of staged situations, DVD/video presentations, etc.

Reading material provided to the student including state and federal statutes, workbooks, etc.

Reading of select law enforcement reports, investigations, court transcripts and case law.

Methods of Evaluation

- Exams/Tests
- Quizzes
- Oral Presentation
- Simulation
- Class Participation
- Class Work
- Home Work
- Lab Activities
- Class Performance
- Writing Requirements
- Other

All skills tests, practical scenario tests and written examinations are provided by the college curriculum in accordance with STC approval and processes. Minimum passing scores and test completion standards are guided by STC regulations.

Skills tests will be administered in compliance with STC protocols, using STC guidelines and criteria. Students that fail to meet the standard will fail the course.

Scenario scripts and evaluation forms are created by academy staff with STC guidelines in 22 different learning modules.

Multiple choice and true/false written examinations will be developed and provided to the students by course instructor/experts in their respective field of training. Student answer sheets will be scored by staff. Students who fail to earn minimum passing scores after two attempts will fail the course.

Lab activities will be skills and scenario driven exercises. For example, jail extraction technique and protocol and survival skills during a simulated jail fire.

Maintaining continual liaison with represented agencies is essential to insure consistent presentation of material to all students.

Adopted Texts and Other Instructional Materials

Textbooks

None

Other Texts

1. Course printed material will include course outlines, assignments, etc.
California Title 15 regulations for minimum standards for local detention facilities, California Penal Code,
Allan Hancock College Recruit regulations manual

Instructional Materials

None

Student Learning Outcomes

1. Understand the roles and functions of the adult criminal justice system and its processes.
 2. Demonstrate problem solving strategies for addressing criminal behavior in a custody setting.
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice

Department: Public Safety

Prefix and Number: LE 341

Catalog Course Title: Emergency Vehicle Operations/Non-Law Enforcement

Banner Course Title: EVOC/Non-Law Enforcement

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.500	8.0 - 9.0	0.5
Lab	0.500	8.0 - 9.0	0.0
Total Hours	1.0	16.0 - 18.0	0.5

Number of Times Course may be Repeated
99

Grading Method
Pass/No Pass

Requisites

Corequisite

Enrollment in a public safety academy, or equivalent training, as determined by the Director Law Enforcement training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Limitations on Enrollment
Must possess and show proof of a valid driver's license.

Entrance Skills

Entrance Skills Other (Legacy)

Prior to beginning of this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are:

1. Demonstrate minimum levels of psychomotor skills.
 2. Demonstrate proper and safe handling of an emergency vehicle.
 3. Demonstrate minimum levels of critical thinking, judgement and problem solving ability.
 4. Familiarity with the California Vehicle Code.
 5. Effective verbal and non-verbal communication used in policing.
 6. Familiarity with case law pertinent to emergency vehicle operations.
 7. Proper CPR and first aid techniques
-

Catalog Description

An emergency vehicle operators course for those working in non-law enforcement public safety disciplines. The student will learn defensive driving and handling techniques in the classroom setting and through field examples.

Course Content

Lecture

1. Lecture (non-law enforcement driving policies, liability issues, driver survival)
2. Orientation to the Driving Simulators
3. Driving Simulator Scenarios Using the Driving Simulators
4. Slow Speed/Precision Driving
5. Emergency driving on Moderate Speed Track
6. Vehicle Control in Adverse Conditions on Skid Pan

Course Objectives

At the end of the course, the student will be able to:

1. analyze specific field situations, which will vary.
 2. where appropriate, perform course-taught performance skills.
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lecture
-

Outside Assignments

- Other Assignments
Homework
 - Outside Assignments
The student will review their department/agency/company driving policies for discussion.
-

Methods of Evaluation

- Class Participation
 - Home Work
 - Other
 1. Certification by instructor on the driving simulator, slow speed course, emergency course, and skid pan.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Handouts provided

Instructional Materials
None

Student Learning Outcomes

1. LE341 SLO1 - Analyze specific field situations, which will vary.
 2. LE341 SLO2 - Perform course-taught skills.
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 351
Catalog Course Title: Field Training Officer
Banner Course Title: Field Training Officer

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	2.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	2.5	40.0 - 45.0	2.5

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
Satisfactory completion of a P.O.S.T. (State of California Commission on Peace Officers Standards and Training) certified basic law enforcement academy, or certified Standards and Training for Corrections (STC) academy or equivalent training as determined by the Director, Law Enforcement training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Non-Entrance Skills: Prior to beginning of this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are:

Catalog Description

This P.O.S.T. certification 40-hour course provides students with the P.O.S.T. Field Training Officer requirements, training techniques, and methodologies for officers assigned to train and supervise new field trainees.

Course Content

Lecture

1. Introduction & Orientation
 2. Field Training Program Goals and Objectives
 3. Expectations, Functions, and Roles of the F.T.O.
 4. Ethics
 5. Leadership
 6. Teaching and Training Skills Development
 7. Competency, Expectations, Evaluation, and Documentation
 8. Intervention Techniques
 9. Remediation methodologies and Strategies
 10. Test and Scenario Development
 11. Legal and Liability Issues
 12. Teaching and Training Skills Demonstration
 13. Case Study Presentation
-

Course Objectives

At the end of the course, the student will be able to:

1. identify and discuss key components, goals, and impacts of successful Field Training Programs.
2. identify and discuss the importance of effective training, coupled with competency-based evaluation and the use of standardized curriculum and rating criteria.
3. identify and explain the various attributes and roles of the successful Field Training Officer, and how these attributes contribute to the success of the trainee and program.

4. recognize and apply various principles of leadership and ethical issues that may arise in the Field Training environment.
 5. develop and maintain positive interpersonal communication skills and recognize and apply various adult learning strategies.
 6. properly evaluate and document each trainee fairly and appropriately, using Standardized Evaluation Guidelines to assess various levels of performance and to provide accurate written narratives based on observed performance, and to deliver performance evaluations using an effective, two-way communication style.
 7. identify and discuss methods and timing for appropriate intervention, to ensure that trainees have an opportunity to learn from experiences in the field, while not allowing situations to deteriorate to the point that public safety or agency liability are threatened.
 8. recognize issues with their trainees that may cause substandard performance and to develop remedial training plans and/or tests and scenarios to address and assess those issues through training.
 9. recognize various legal and liability issues involved in Field Training and to apply strategies to minimize individual and departmental exposure.
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lecture
-

Outside Assignments

- Outside Assignments
Examples:
 1. Students are required to review and assess their own agency's Field Training Program Manual as well as read the handout materials provided in the course binder.
 2. Students are required to develop a 3-5 minute block of training or instruction for presentation in class.
 3. Students are required, while working in small groups, to assess the performance of their case study subject and prepare a presentation for delivery in class for how they handled the problems that arose with their case study subject.
-

Methods of Evaluation

- Oral Presentation
- Simulation
- Group Projects
- Class Participation
- Class Work
- Class Performance
- Writing Requirements
- Other
 1. Students are required to prepare several written evaluations assessing the performance of trainees depicted in video scenarios using correct grammar, spelling and sentence structure.

2. Students' training presentations are evaluated by peers in triads using an evaluation form and Standardized Evaluation Guidelines.

Adopted Texts and Other Instructional Materials

Textbooks

None

Other Texts

1. Student workbook (course binder) consisting of various state-supplied handouts and learning activities.
2. State-supplied learning activity worksheets and video scenarios.
3. The Field Training Concept in Criminal Justice Agencies by Glenn F. Kaminsky

Instructional Materials

None

Student Learning Outcomes

1. LE351 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field.
 2. LE351 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 352
Catalog Course Title: Field Training Officer Update
Banner Course Title: Field Training Officer Update

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.500	24.0 - 27.0	1.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	1.5	24.0 - 27.0	1.5

Number of Times Course may be Repeated
99

Grading Method
Pass/No Pass

Requisites

Prerequisite
POST certified basic law enforcement academy or equivalent training as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Non-Entrance Skills: Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are:

These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Proper officer safety tactics 2) Demonstrate California State POST/STC mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 3) Demonstrate the California State POST/STC mandated minimum levels of critical thinking, judgement and problem solving ability. 4) Demonstrate the California State POST/STC mandated minimum levels of knowledge. 5) Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. 6) Effective non-verbal and verbal communication used in policing. 7) Effective communication used in policing. 8) Familiarity with case law pertinent to policing.

Catalog Description

This P.O.S.T. certified 24-hour course meets the tri-annual update requirements for Field Training Officers assigned in P.O.S.T. certified Field Training Programs. F.T.O.s will receive updated information and methods regarding teaching and training skills, leadership, ethics, legal requirements, standardized evaluation guidelines, and current curriculum and methods used in Law Enforcement Academy.

Course Content

Lecture

1. Introduction & Orientation
2. Field Training Program Goals and Objectives
3. Legal and Liability Issues
4. Field Training Program Overview
5. Regular Basic Course Review
6. Competency, Evaluation, and Documentation
7. Ethics
8. Leadership
9. Teaching and Training Skills Development
10. Remediation
11. Test and Scenario Development Strategies
12. Intervention Techniques
13. Community Policing Project Development
14. Teaching and Training Skills Demonstration

Course Objectives

At the end of the course, the student will be able to:

1. identify and discuss key components, goals, and impacts of successful Field Training Programs.
 2. identify and discuss the importance of effective training, coupled with competency-based evaluation and the use of standardized curriculum and rating criteria.
 3. identify and explain the various attributes and roles of the successful Field Training Officer, and how these attributes contribute to the success of the trainee and program.
 4. recognize and apply various principles of leadership and ethical issues that may arise in the Field Training environment.
 5. develop and maintain positive interpersonal communication skills and recognize and apply various adult learning strategies.
 6. properly evaluate and document each trainee fairly and appropriately, using Standardized Evaluation Guidelines to assess various levels of performance and to provide accurate written narratives based on observed performance, and to deliver performance evaluations using an effective, two-way communication style.
 7. identify and discuss methods and timing for appropriate intervention, to ensure that trainees have an opportunity to learn from experiences in the field, while not allowing situations to deteriorate to the point that public safety or agency liability are threatened.
 8. recognize issues with their trainees that may cause substandard performance and to develop remedial training plans and/or tests and scenarios to address and assess those issues through training.
 9. recognize various legal and liability issues involved in Field Training and to apply strategies to minimize individual and departmental exposure.
-

Methods of Instruction

- Lecture
-

Outside Assignments

- Outside Assignments
Students are required to review and assess their own agency's Field Training Program Manual as well as read the handout materials provided in the course binder.
 - Sample Assignment(s)
Students are required to develop a 3-5 minute block of training or instruction for presentation in class.
-

Methods of Evaluation

- Class Participation
- Class Work
- Class Performance
- Writing Requirements
- Other
Examples:
 1. Students are required to prepare several written evaluations assessing the performance of trainees depicted in video scenarios using correct grammar, spelling and sentence structure.

2. Students' training presentations are evaluated by peers in triads using an evaluation form and Standardized Evaluation Guidelines.

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Student workbook (course binder) consisting of various state-supplied handouts and learning activities.
2. State-supplied learning activity worksheets and video scenarios.
3. The Field Training Concept in Criminal Justice Agencies by Glenn F. Kaminsky

Instructional Materials
None

Student Learning Outcomes

1. LE352 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field.
 2. LE352 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 353
Catalog Course Title: Field Training Administrator
Banner Course Title: Field Training Administrator

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.500	24.0 - 27.0	1.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	1.5	24.0 - 27.0	1.5

Number of Times Course may be Repeated
99

Grading Method
Pass/No Pass

Requisites

Prerequisite
P.O.S.T certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Non-Entrance Skills: Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below.

These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Proper officer safety tactics 2) Demonstrate California State POST/STC mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 3) Demonstrate the California State POST/STC mandated minimum levels of critical thinking, judgement and problem solving ability. 4) Demonstrate the California State POST/STC mandated minimum levels of knowledge. 5) Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. 6) Effective non-verbal and verbal communication used in policing. 7) Effective communication used in policing. 8) Familiarity with case law pertinent to policing. 9) Familiarity with Field Training Officer program

Catalog Description

This P.O.S.T. certified 24-hour course meets the requirements for law enforcement agency personnel assigned as Supervisors, Administrators, or Coordinators (S.A.C.s) of P.O.S.T. approved Field Training Programs. Course curriculum includes P.O.S.T. requirements, roles and responsibilities, contemporary adult learning, legal and liability issues, evaluations and documentation, and program management methods and strategies.

Course Content

Lecture

1. Introduction & Orientation
 2. Field Training Program Personnel, Roles, Responsibilities and Conduct
 3. Legal and Liability Issues
 4. Field Training Management and Supervisory Procedures
 5. Development and Update of a POST-approved Field Training manual
 6. Documentation and Evaluation
 7. Contemporary Adult Learning
-

Course Objectives

At the end of the course, the student will be able to:

1. understand the importance of incorporating the management of the Field Training program into the Department's/Agency's operation, goals and mission. ↓
 2. understand and apply different communication, counseling teaching, coaching, intervention, and remediation skills to assist F.T.Os. and trainees in resolving conflicts/issues relating to, and arising from their assignments.
 3. understand and recognize the various legal and liability issues involved when supervising a field training program, and to become familiar with methods to reduce individual and departmental liability regarding F.T.Os. and trainees.
 4. understand adult learning styles (auditory, visual, kinesthetic) and learning domains (affective, cognitive, psychomotor) and how they can impact the trainee's learning process.
 5. understand the roles and responsibilities of the trainee and a Field Training Officer within the Field Training program.
 6. understand the importance of consistency in the application of the Department's/Agency's Standardized Evaluation Guidelines (SEGs) and Daily Observation Report forms.
 7. understand the importance of the supervisor's and manager's roles in demonstrating professionalism and ethical behavior in front of a trainee and F.T.O.
-

Methods of Instruction

- Lecture
-

Outside Assignments

- Outside Assignments
 1. Students are required to review and assess their own agency's Field Training Program Manual as well as read the handout materials provided in the course binder.
-

Methods of Evaluation

- Class Participation
 - Class Work
 - Class Performance
 - Writing Requirements
 - Other
 - Examples:
 1. Students are required to prepare several written evaluations assessing the performance of trainees depicted in video scenarios using correct grammar, spelling and sentence structure.
 2. Students will demonstrate the ability to apply P.O.S.T. regulations through a written exercise using the P.O.S.T. program checklist to assess the compliance of their agency's field training program with the regulations.
-

Adopted Texts and Other Instructional Materials

Textbooks

None

Other Texts

1. Student workbook (course binder) consisting of various state-supplied handouts and learning activities.
2. State-supplied learning activity worksheets and video scenarios.
3. POST field training guide.

Instructional Materials

None

Student Learning Outcomes

1. LE353 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field.
 2. LE353 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 354
Catalog Course Title: Training Management Update
Banner Course Title: Training Management Update

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.500	24.0 - 27.0	1.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	1.5	24.0 - 27.0	1.5

Number of Times Course may be Repeated
0

Grading Method
Letter Grade Only

Requisites

Prerequisite
POST certified basic law enforcement academy or equivalent training as determined by the Director, Law Enforcement Training. NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Entrance Skills Other (Legacy)

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: Proper safety tactics Demonstrate the California State POST/STC mandated minimum levels of critical thinking, judgement and problem solving ability. Demonstrate the California State POST/STC mandated minimum levels of knowledge. Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. Effective non-verbal and verbal communication used in policing. Effective communication used in policing. Familiarity with case law pertinent to policing.

Catalog Description

This POST certified 24-hour course is designed to update the law enforcement agency training manager or coordinator with changes in regulations and case law, challenges, opportunities, and trends in the training environment.

Course Content

Lecture

1. Introduction and Orientation
2. Legal Issues in the Law Enforcement Training Environment
3. Training priorities: Mandates, Regulations, and Policies
4. Cost-effective Training Planning and Delivery Options and Alternatives
5. Course certification and management in the POST environment
6. Navigation and applications in the POST Electronic Data Interchange
7. Final Project and assessment

Course Objectives

At the end of the course, the student will be able to:

1. understand and apply current legal issues relevant to the training environment.
2. recognize and differentiate between the three priority levels of training.
3. understand and apply cost effective methods of compliance with mandates and POST.
4. apply procedures for course certification and course management.
5. apply Agency Training Management Tools in the Electronic Data Interchange (EDI).
6. Understand the Legal Issues in the Law Enforcement Training Environment.

7. Understand Training priorities: Mandates, Regulations, and Policies
 8. Develop Cost-effective Training Planning and Delivery Options and Alternatives
 9. Complete course certification and management in the POST environment.
 10. Demonstrate the ability to navigate the POST Electronic Data Interchange
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lecture
 - Methods of Instruction Description:
Structured learning activities including practical simulation
 - Visiting Lecturers
-

Outside Assignments

- Reading Assignments
Readings from material in course binder and responses to focus questions
 - Other Assignments
 1. Readings from material in course binder and responses to focus questions
 2. Participation in classroom and small group discussions involving the employment of best practices of training management.
 3. Group and individual classroom exercises involving the use of computer applications accessing the POST Electronic Data Interchange via the web.
 4. Participation and presentation of a multi-faceted solution to a group problem based on a case study.
 5. Preparation and presentation of an agency training plan as a final group project.
-

Methods of Evaluation

1. Review of responses to focus questions from reading assignments.
 2. Evaluation of the exercises involving the Electronic Data Interchange.
 3. Evaluation of individual participation and group presentations prepared by the students from the case studies and best practice exercises.
 4. Evaluation of the final group project presentation.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Course binder

Instructional Materials
None

Student Learning Outcomes

1. SL01 - Demonstrate knowledge of current legal issues relevant to the training environment.
 2. SL02 - Apply Agency Training Management Tools in the Electronic Data Interchange (EDI).
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 355
Catalog Course Title: Leadership Development
Banner Course Title: Leadership Development

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	2.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	2.5	40.0 - 45.0	2.5

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
P.O.S.T. certified basic law enforcement academy or Standards and Training for Corrections (STC) certified training academy, or equivalent training as determined by the Director Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Entrance Skills Other (Legacy)

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are:

1. Proper officer safety tactics. 2. Demonstrate California State POST/STC mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 3. Demonstrate the California State POST/STC mandated minimum levels of critical thinking, judgement and problem solving ability. 4. Demonstrate the California State POST/STC mandated minimum levels of knowledge. 5. Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. 6. Effective non-verbal and verbal communication used in policing. 7. Effective communication used in policing. 8. Familiarity with case law pertinent to policing. 9. Familiarity with the basic principles of Leadership, Professionalism and Ethics in policing. 10. Familiarity with Community Policing concepts. 11. Familiarity with basic supervision/management skills.

Catalog Description

This P.O.S.T. and STC certified 40-hour course is designed to prepare students for a leadership position within a law enforcement agency. It is offered in two formats: one day per month for five months, or five consecutive days. Course curriculum includes leadership concepts and roles, organizational change, liability issues, performance evaluations, disciplinary processes, group dynamics, ethical decision making, community policing, and oral board preparation and exercise.

Course Content

Lecture

1. Introduction to Leadership
2. Leadership Concepts
3. Roles of the Supervisor
4. Loyalty
5. Organizational Change
6. Performance Evaluations
7. Disciplinary Processes
8. Liability
9. Group Dynamics (Group-think)
10. Ethical Decision Making
11. Assertive Leadership
12. Oral Board Preparation
13. Community Policing and Executive Panel (Tiger Pit)

Course Objectives

At the end of the course, the student will be able to:

1. articulate understanding of leadership concepts, including the habits of effective leaders and how they manage agreement and disagreement.
 2. understand and apply concepts of community policing.
 3. understand the executive's perspective on the role of the supervisor and the future challenges of law enforcement.
 4. understand how assertive leadership influences the behavior and performance of subordinates.
 5. discuss the role of the first-line supervisor from various perspectives.
 6. discuss ethical concepts and their application personally and professionally.
 7. understand the impact surrounding courage and ethics in law enforcement.
 8. understand the difference between civil and criminal accountability.
 9. understand the importance and positive nature of discipline and the supervisor's role in the complex disciplinary process.
 10. understand the performance appraisal process and how a fair system can improve productivity and accountability.
 11. understand the necessity and power of loyalty prioritization.
 12. understand and apply strategies to deal with change in organizations and personally.
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lecture
-

Outside Assignments

- Reading Assignments
 1. Read and prepare to discuss specific issues from "Who Moved My Cheese".
 2. Read two articles concerning group dynamics and prepare to discuss issues from the articles.
 3. Read one of two articles concerning courage and ethics and prepare to discuss issues from the article.
- Other Assignments

Seek out and develop a mentoring relationship with a law enforcement leader, supervisor, or manager and consult the mentor periodically during the course on issues to be discussed and the mentor's

experience with the issues in the law enforcement agency or environment.

Methods of Evaluation

- Oral Presentation
- Projects
- Group Projects
- Class Participation
- Class Work
- Class Performance
- Other

Students are required to demonstrate the ability to articulate their knowledge of leadership concepts and supervisory issues by participation a oral examination conducted by law enforcement managers which culminates in an appraisal of their performance through feedback from the oral panel and peers.

Adopted Texts and Other Instructional Materials

Textbooks

1. Pausch, Randy The Last Lecture 0 -
2. Johnson, M.D., Spencer Who Moved My Cheese 0 -

Other Texts

1. The Seven Habits of Highly Effective People by Stephen Covey
2. The Leadership Challenge by James M. Kouzes & Barry Z. Posner
3. Supervising Police Personnel – The Fifteen Responsibilities by Paul Whisenand and George Rush
4. One Minute Manager by Kenneth Blanchard and Spencer Johnson

Instructional Materials

1. Course binder consisting of various handouts and learning activities.
 2. Learning activity worksheets and video scenarios
-

Student Learning Outcomes

1. LE355 SLO1 - Demonstrate knowledge of leadership concepts and roles, organizational changes, liability issues, performance evaluations, disciplinary processes, group dynamics, ethical decision making, and community policing.
 2. LE355 SLO2 - Communicate effectively the oral board presentation and exercise.
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 356
Catalog Course Title: Crime Scene Investigation
Banner Course Title: Crime Scene Investigation

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.500	24.0 - 27.0	1.5
Lab	1.000	16.0 - 18.0	0.0
Total Hours	2.5	40.0 - 45.0	2.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

Prerequisite
POST certified basic law enforcement academy or equivalent training as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Entrance Skills Other (Legacy)

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are:

1. Proper officer safety tactics
 2. Demonstrate California State POST/STC mandated minimum levels of psychomotor skills.
 3. Demonstrate the California State POST/STC mandated minimum levels of critical thinking, judgement and problem solving ability.
 4. Demonstrate the California State POST/STC mandated minimum levels of knowledge.
 5. Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code.
 - a. Effective non-verbal and verbal communication used in policing.
 - b. Effective communication used in policing.
 - c. Familiarity with case law pertinent to policing.
-

Catalog Description

This POST certified course provides advanced instruction and "hands-on" application in photographing, protecting, processing, and documenting crime scenes as well as the proper methods of the handling of associated physical evidence. This course satisfies the requirement for the universal elective for ICI certification pursuant to California Penal Code 13519.9. (A)

Course Content

Lecture

1. Introduction and Orientation
 2. Legal Aspects - Crime Scene Management
 3. Forensic Notetaking & Report Writing
 4. Fingerprinting Science & Techniques
 5. Crime Scene Photography
 6. Crime Scene Sketching & Courtroom Exhibits
 7. Collection and Handling of Evidence
 8. Chemical Processes
 9. Practical Applications
 10. Case Presentations and Evaluations
-

Course Objectives

At the end of the course, the student will be able to:

1. identify and prioritize the various classes of evidence and their characteristics.
 2. outline and discuss recommended procedures for the initial response to and arrival at crime scenes.
 3. execute an acceptable crime scene sketch based upon effective crime scene notes.
 4. demonstrate advanced skills in photographing crimes scenes.
 5. carry out an efficient and effective search for and processing of latent prints.
 6. demonstrate effective skills in recognizing, collecting, and preserving various types of physical evidence.
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lab
 - Lecture
 - Methods of Instruction Description:
Structured learning activities including practical simulations
 - Visiting Lecturers
-

Outside Assignments

- Other Assignments
 1. Readings from material in course binder and responses to focus questions
 2. Participation in the investigations of simulated crime scenes including the location of latent fingerprints and the collection of physical evidence.
 3. Documentation of crime scene simulation in an appropriate investigative report including crime scene sketches and photography.
 4. Participation in group case presentation.
-

Methods of Evaluation

1. Review of responses to focus questions from reading assignments.
 2. Evaluation of participation and reports prepared by the students from the simulations including the methods used.
 3. Evaluation of the group case presentations.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Course Binder.
2. Crime scene processing supplies and equipment, including those needed for casting, fingerprint development, and other evidence processing

Instructional Materials

None

Student Learning Outcomes

1. LE356 SLO1 - Execute proper forensic procedures for the collection and preservation of blood, urine, semen, fingerprints at a crime scene such as a homicide or sexual assault.
 2. LE356 SLO2 - Recognize various criminal or vehicle code violations and take appropriate enforcement action.
 3. LE356 SLO3 - Preparation of all state required forms, diagrams, narratives, including photographs, and measurements.
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 357
Catalog Course Title: Instructor Development
Banner Course Title: Instructor Development

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	2.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	2.5	40.0 - 45.0	2.5

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
P.O.S.T. certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Proper officer safety tactics. 2) Demonstrate California State POST/STC mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 3) Demonstrate the California State POST/STC mandated minimum levels of critical thinking, judgement and problem solving ability. 4) Demonstrate the California State POST/STC mandated minimum levels of knowledge. 5) Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. 6) Effective non-verbal and verbal communication used in policing. 7) Effective communication used in policing. 8) Familiarity with case law pertinent to policing. 9) Familiarity with the basic principles of Leadership, Professionalism and Ethics in policing. 10) Familiarity with Community Policing concepts. 11) Familiarity with basic supervision/management skills.

Catalog Description

This P.O.S.T. certified 40-hour course provides the essential instructional and facilitation skills and strategies for those interested in being an instructor in a law enforcement or public safety related training program. The P.O.S.T. Academy Instructor Certification Course (A.I.C.C.) meets the initial training requirement for instructors in the Regular Basic Course (Law Enforcement Academy) as well as the tri-annual recertification training requirement.

Course Content

Lecture

1. Introduction and Course Goals
 2. Roles and Responsibilities of the Instructor
 3. Concepts of Adult learning
 4. Lesson Planning and Instructional Design
 5. Delivery Strategies
 6. Instructional Resources
 7. Competency Verification
 8. Regular Basic Course System
 9. Safety Guidelines and Legal Issues
 10. Learning Activity Development Process
 11. Learning Activity Development
 12. Learning Activity Presentations and Critiques
-

Course Objectives

At the end of the course, the student will be able to:

1. enhance the learning process while using P.O.S.T. Learning Domain content, including academy materials, student workbooks, and the Instructor's Guide to Learning Activities.
 2. use a variety of instructional and facilitation strategies to deepen the trainee's understanding, retention, and application of concepts taught in the Regular Basic Course.
 3. create a learner-focused classroom environment that promotes critical thinking and problem solving consistent with what trainees will use in the field.
 4. apply adult learning concepts to the planning and delivery of their training and instruction.
 5. design real-world training that supports critical thinking skills.
 6. implement and promote a "learning by doing" environment.
-

Methods of Instruction

- Lecture
-

Outside Assignments

- Outside Assignments
 1. Independent research of appropriate references and subject matter in the student's field of expertise to use in the development of the learning activity to be designed and delivered in class (see Evaluation section, below).
 2. Prepare written documentation of the learning activity using an appropriate format as provided in the handout materials or course binder.
-

Methods of Evaluation

- Research Projects
- Oral Presentation
- Group Projects
- Class Participation
- Class Work
- Class Performance
- Writing Requirements
- Other

Example:

Students are required to design and deliver an appropriate adult learning activity to the class. The presentations will be critiqued by the students and instructors

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Course binder consisting of various handouts and learning activities.
2. Workbooks from the Regular Basic Course, flipcharts, and markers.
3. Blooms Taxonomy

Instructional Materials

None

Student Learning Outcomes

1. LE357 SLO1 - Demonstrate the ability to design and deliver adult learning instructional and facilitation strategies.
 2. LE357 SLO2 - Communicate assignments effectively to students.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 360
Catalog Course Title: Arrest & Control/Emergency Vehicle Operations Course
Banner Course Title: Arrest & Control/EVOC

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.500	8.0 - 9.0	0.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	0.5	8.0 - 9.0	0.5

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
P.O.S.T. certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Limitations on Enrollment
Must possess a valid driver's license.

Entrance Skills

Upon entering this course, the student should be able to:

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Proper officer safety tactics. 2) Proper and safe tactical movement. 3) Proper and safe arrest and control technique. 4) Proper and safe ground fighting technique. 5) Proper and safe use of an emergency vehicle. 6) Demonstrate California State POST mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 7) Demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability. 8) Demonstrate the California State POST mandated minimum levels of knowledge. 9) Familiarity with, and knowledge of the California Penal Code and Vehicle Code. 10) Effective non-verbal and verbal communication used in policing. 11) Effective communication used in policing. 12) Familiarity with case law pertinent to use of force and policing. 13) Proper CPR and first aid techniques.

Catalog Description

Short-term training courses focusing on specialized law enforcement instruction in arrest and control and emergency vehicle operations. The training will be divided into four-hour modules. Topics will be identified on an annual basis in conjunction with law enforcement agencies. On the track driving is used. May be repeated as often as necessary for purposes of recertification.

Course Content

Lecture

1. Arrest and Control Safety Orientation
 2. Lecture (Use of force issues, case law review, mental conditioning)
 3. Warm-up, footwork/balance, control holds, search/handcuffing techniques
 4. Test/Remediate any techniques as needed
 5. EVOG Lecture (Local agency driving policies, review of liability issues, driver survival)
 6. Slow-speed/precision-driving, emergency driving on high speed track, vehicle control in adverse conditions on skid pan
-

Course Objectives

At the end of the course, the student will be able to:

1. identify what could be a potential hazard when approaching a subject.
 2. apply specific control holds, takedowns or other techniques to gain control of a non-compliant subject; apply proper search techniques.
 3. use the proper amount of force to gain compliance of a subject.
 4. operate a vehicle in such a manner as to be able to avoid involvement in a collision, no matter what the conditions.
 5. operate an emergency vehicle in a Code 3 response using sound judgment and due care.♫
 6. know when to initiate a pursuit and when a pursuit should be called off.
 7. use proper techniques to better control the vehicle and reduce the effects of the vehicle dynamics.
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lecture
-

Outside Assignments

- Other Assignments
Small group exercises.
 - Sample Assignment(s)
The student will review their department driving and use of force policies for discussion.
-

Methods of Evaluation

- Class Participation
 - Other
Certification by instructor on proper application and proficiency in arrest & control techniques.

Certification by instructor on the slow speed course, emergency course and skid pan.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Handouts provided by instructor and POST.
2. POST EVOC Manual

3. POST Workbooks, Learning Domains 33 & 19

Instructional Materials
None

Student Learning Outcomes

1. LE360 SLO1 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.
 2. LE360 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice

Department: Public Safety

Prefix and Number: LE 361

Catalog Course Title: Force Options Simulator Emergency Vehicle Operations Course (EVOC)

Banner Course Title: Force Options Simulator/EVOC

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.500	8.0 - 9.0	0.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	0.5	8.0 - 9.0	0.5

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite

POST certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training. NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Limitations on Enrollment

Limitation on enrollment: must possess a valid driver's license.

Entrance Skills

Upon entering this course, the student should be able to:

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1. Proper officer safety tactics. 2. Proper and safe tactical movement. 3. Proper and safe arrest and control technique. 4. Proper and safe ground fighting technique. 5. Proper and safe use of an emergency vehicle. 6. Demonstrate California State POST mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 7. Demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability. 8. Demonstrate the California State POST mandated minimum levels of knowledge. 9. Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & 10. Safety Code and Welfare & Institutions Code. 11. Effective non-verbal and verbal communication used in policing. 12. Familiarity with case law pertinent to use of force and policing. 13. Proper CPR and first aid techniques. 14. Must possess a valid driver's license

Entrance Skills Other (Legacy)

.

Catalog Description

Short-term training course focusing on specialized law enforcement instruction in force options simulator and emergency vehicle operations. The training will be divided into four-hour modules. Topics will be identified on an annual basis in conjunction with law enforcement agencies. May be repeated as often as necessary for purposes of recertification.

Course Content

Lecture

1. Lecture (Local agencies Use of Force policies, review of liability issues, officer safety)
2. Orientation to the Force Options Simulators
3. Force Operations Scenarios using Simulators
4. EVOC Lecture (Local agency driving policies, review of liability issues, driver survival)

5. Slow-speed/precision-driving, emergency driving on high speed track, vehicle control in adverse conditions on skid pan

Course Objectives

At the end of the course, the student will be able to:

1. discuss the term "force option," what the range of force options are available to a peace officer and when use of force must be documented.
2. effectively respond to potentially dangerous situations that may require the use of force.
3. know what amount of force may be used based on the subject's resistance.
4. effectively communicate when using force.
5. operate a vehicle in such a manner as to be able to avoid involvement in a collision, no matter what the conditions.
6. operate an emergency vehicle in a Code 3 response using sound judgment and due care.
7. know when to initiate a pursuit and when a pursuit should be called off.
8. use proper techniques to better control the vehicle and reduce the effects of the vehicle dynamics.

Methods of Instruction

- Demonstration
- Discussion
- Lecture

Outside Assignments

- Sample Assignment(s)
The student will review their department driving and use of force policies for discussion.
- Other Assignments
Small group exercises.

Methods of Evaluation

- Class Participation
- Other
Certification by instructor on the Force Option Simulator.
Certification by instructor on the slow speed course, emergency course and skid pan. 1

Adopted Texts and Other Instructional Materials

Textbooks

None

Other Texts

1. Handouts provided by instructor and POST.
2. POST EVOC Manual
3. POST Workbooks, Learning Domains 19 & 20

Instructional Materials

None

Student Learning Outcomes

1. LE361 SLO1 - Demonstrate POST established minimum level of skills and judgment in a force option simulator.
 2. LE361 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice

Department: Public Safety

Prefix and Number: LE 362

Catalog Course Title: Law Enforcement Driving Simulator/Emergency Vehicle Operations

Banner Course Title: LE Driving Simulator/EVOC

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.500	8.0 - 9.0	0.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	0.5	8.0 - 9.0	0.5

Number of Times Course may be Repeated
99

Grading Method
Pass/No Pass

Requisites

Prerequisite

POST certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Limitations on Enrollment
Must possess a valid driver's license.

Entrance Skills

Upon entering this course, the student should be able to:

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Proper officer safety tactics. 2) Proper and safe tactical movement. 3) Proper and safe use of an emergency vehicle. 4) Demonstrate California State POST mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 5) Demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability. 6) Demonstrate the California State POST mandated minimum levels of knowledge. 7) Familiarity with, and knowledge of the California Penal Code and Vehicle Code. 8) Effective non-verbal and verbal communication used in policing. 9) Familiarity with case law pertinent to policing. 10) Proper CPR and first aid techniques.

Catalog Description

Short-term training courses focusing on specialized law enforcement technology in law enforcement driving simulators and emergency vehicle operations. The training will be divided into four-hour modules. Topics will be identified on an annual basis in conjunction with law enforcement agencies. On the track driving and driving simulators are used. May be repeated as often as necessary for purposes of recertification.

Course Content

Lecture

1. Lecture (Local agency driving policies, review of liability issues, driver survival)
 2. Orientation to the Driving Simulators
 3. Driving Simulators Scenarios using simulators
 4. Slow-speed/precision-driving, emergency driving on high speed track, vehicle control in adverse conditions on skid pan
-

Course Objectives

At the end of the course, the student will be able to:

1. operate a vehicle in such a manner as to be able to avoid involvement in a collision, no matter what the conditions.
 2. operate an emergency vehicle in a Code 3 response using sound judgment and due care.
 3. know when to initiate a pursuit and when a pursuit should be called off.
 4. use proper techniques to better control the vehicle and reduce the effects of the vehicle dynamics.
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lecture
-

Outside Assignments

- Other Assignments
Small group exercises.
 - Sample Assignment(s)
The student will review their department driving policies for discussion.
-

Methods of Evaluation

- Class Participation
 - Other
Certification by instructor on the driving simulators, slow speed course, emergency course and skid pan.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Handouts provided by instructor and POST.
2. POST EVOC Manual
3. POST Workbooks Learning Domains 19

Instructional Materials
None

Student Learning Outcomes

1. LE362 SLO1 - Demonstrate POST established minimum level of skills and judgement in a driving simulator.
 2. LE362 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 363
Catalog Course Title: Force Options Simulator/Arrest & Control
Banner Course Title: Force Ops Sim/Arrest & Cntrl

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.500	8.0 - 9.0	0.5
Lab	-	-	-
Total Hours	0.5	8.0 - 9.0	0.5

Number of Times Course may be Repeated
99

Grading Method
Pass/No Pass

Requisites

Prerequisite
P.O.S.T. certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Proper officer safety tactics. 2) Proper and safe tactical movement. 3) Proper and safe arrest and control technique. 4) Proper and safe ground fighting technique. 5) Demonstrate California State POST mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 6) Demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability. 7) Demonstrate the California State POST mandated minimum levels of knowledge. 8) Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. 9) Effective non-verbal and verbal communication used in policing. 10) Familiarity with case law pertinent to use of force and policing. 11) Proper CPR and first aid techniques.

Catalog Description

Short-term training courses focusing on specialized law enforcement instruction in force options simulator and arrest and control techniques. The training will be divided into four-hour modules. Topics will be identified on an annual basis in conjunction with law enforcement agencies. May be repeated as often as necessary for purposes of recertification.

Course Content

Lecture

1. Lecture (Local agencies Use of Force policies, review of liability issues, officer safety)
 2. Orientation to the Force Options Simulators
 3. Force Operations Scenarios using Simulators
 4. Arrest and Control Safety Orientation
 5. Lecture (Use of force issues, case law review, mental conditioning)
 6. Warm-up, footwork/balance, control holds, search/handcuffing techniques
 7. Test/Remediate any techniques as needed
-

Course Objectives

At the end of the course, the student will be able to:

1. discuss the term "force option," what the range of force options are available to a peace officer and when use of force must be documented. ^{L!!}
 2. effectively respond to potentially dangerous situations that may require the use of force.
 3. know what amount of force may be used based on the subject's resistance.
 4. effectively communicate when using force.
 5. identify what could be a potential hazard when approaching a subject.
 6. apply specific control holds, takedowns or other techniques to gain control of a non-compliant subject; apply proper search techniques.
 7. use the proper amount of force to gain compliance of a subject.
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lecture
-

Outside Assignments

- Sample Assignment(s)
The student will review their department use of force policy for discussion.
 - Outside Assignments
Small group exercises.
-

Methods of Evaluation

- Class Participation
 - Other
Certification by instructor on the Force Option Simulator.
Certification by instructor on proper application and proficiency in arrest & control techniques.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Handouts provided by instructor and POST.
2. POST Workbooks, Learning Domains 20 & 33

Instructional Materials
None

Student Learning Outcomes

1. LE363 SLO1 - Demonstrate POST established minimum levels of skills and judgement in a force options simulator.
 2. LE363 SLO2 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 364
Catalog Course Title: Law Enforcement Driving Simulator/Arrest &
Banner Course Title: LE Driving Sim/Arrest & Cntrl

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.500	8.0 - 9.0	0.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	0.5	8.0 - 9.0	0.5

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
P.O.S.T. certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Proper officer safety tactics. 2) Proper and safe tactical movement. 3) Proper and safe arrest and control technique. 4) Proper and safe ground fighting technique. 5) Demonstrate California State POST mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 6) Demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability. 7) Demonstrate the California State POST mandated minimum levels of knowledge. 8) Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. 9) Effective non-verbal and verbal communication used in policing. 10) Familiarity with case law pertinent to use of force and policing

Catalog Description

Short-term training courses focusing on specialized law enforcement instructions in law enforcement driving simulator and arrest and control techniques. The training will be divided into four-hour modules. Topics will be identified on an annual basis in conjunction with law enforcement agencies. Driving simulators will be used. May be repeated as often as necessary for purposes of recertification. Arrest and control consists of a comprehensive update and review of arrest and control skills and methods.

Course Content

Lecture

1. Lecture (Local agency driving policies, review of liability issues, driver survival)
 2. Orientation to the Driving Simulators
 3. Driving Simulators Scenarios using simulators
 4. Arrest and Control Safety Orientation
 5. Lecture (Use of force issues, case law review, mental conditioning)
 6. Warm-up, footwork/balance, control holds, search/handcuffing techniques
 7. Test/Remediate any techniques as needed
-

Course Objectives

At the end of the course, the student will be able to:

1. operate a vehicle in such a manner as to be able to avoid involvement in a collision, no matter what the conditions.
2. operate an emergency vehicle in a Code 3 response using sound judgment and due care.

3. know when to initiate a pursuit and when a pursuit should be called off.
 4. use proper techniques to better control the vehicle and reduce the effects of the vehicle dynamics.
 5. identify what could be a potential hazard when approaching a subject.
 6. apply specific control holds, takedowns or other techniques to gain control of a non-compliant subject; apply proper search techniques.
 7. use the proper amount of force to gain compliance of a subject.◀
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lecture
-

Outside Assignments

- Outside Assignments
The student will review their department driving and use of force policies for discussion.
 - Other Assignments
Small group exercises.
-

Methods of Evaluation

- Class Participation
 - Other
Certification by instructor on the Law Enforcement Driving Simulator.
Certification by instructor on proper application and proficiency in arrest & control techniques.
-

Adopted Texts and Other Instructional Materials

Textbooks

None

Other Texts

1. Handouts provided by instructor and POST.
2. POST Workbooks, Learning Domains 19 & 33

Instructional Materials

None

Student Learning Outcomes

1. LE364 SLO1 - Demonstrate POST established minimum level of skills and judgment in a driving simulator.

2. LE364 SLO2 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.

Distance Learning

This course is not Distance Learning.

Generated on: 3/26/2018 10:29:54 AM

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice

Department: Public Safety

Prefix and Number: LE 365

Catalog Course Title: Law Enforcement Driving Simulator/Force Options Simulator

Banner Course Title: LE Driving Sim/Force Ops Sim

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.500	8.0 - 9.0	0.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	0.5	8.0 - 9.0	0.5

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
P.O.S.T. certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Limitations on Enrollment
Must possess a valid driver's license.

Entrance Skills

Upon entering this course, the student should be able to:

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Proper officer safety tactics. 2) Proper and safe tactical movement. 3) Proper and safe arrest and control technique. 4) Proper and safe ground fighting technique. 5) Demonstrate California State POST mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 6) Demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability. 7) Demonstrate the California State POST mandated minimum levels of knowledge. 8) Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. 9) Effective non-verbal and verbal communication used in policing. 10) Familiarity with case law pertinent to use of force and policing. 11) Proper CPR and first aid techniques.

Catalog Description

Short-term training courses focusing on specialized law enforcement technology in law enforcement driving simulators and force operations simulators. The training will be divided into four-hour modules. Topics will be identified on an annual basis in conjunction with law enforcement agencies. Driving and force option simulators will be used. May be repeated as often as necessary for purposes of recertification.

Course Content

Lecture

1. Lecture (Local agency driving policies, review of liability issues, officer survival)
2. Orientation to the Driving Simulators
3. Driving Simulators Scenarios using simulators
4. Lecture (Local agencies Use of Force policies, review of liability issues, officer safety)
5. Orientation to the Force Options Simulators
6. Force Operations Scenarios using Simulators

Course Objectives

At the end of the course, the student will be able to:

1. operate a vehicle in such a manner as to be able to avoid involvement in a collision, no matter what the conditions.
 2. operate an emergency vehicle in a Code 3 response using sound judgment and due care.
 3. know when to initiate a pursuit and when a pursuit should be called off.
 4. use proper techniques to better control the vehicle and reduce the effects of the vehicle dynamics.
 5. discuss the term "force option," what the range of force options are available to a peace officer and when use of force must be documented.
 6. effectively respond to potentially dangerous situations that may require the use of force.
 7. know what amount of force may be used based on the subject's resistance.
 8. effectively communicate when using force.
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lecture
-

Outside Assignments

- Other Assignments
Small group exercises.
 - Outside Assignments
The student will review their department driving and use of force policies for discussion.
-

Methods of Evaluation

- Class Participation
 - Other
Certification by instructor on the driving and force simulators.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Handouts provided by instructor and POST.
2. POST EVOC Manual
3. POST Firearms Instructor Manual
4. POST Workbooks, Learning Domains 19 & 20

Instructional Materials

None

Student Learning Outcomes

1. LE365 SLO1 - Demonstrate POST established minimum level of skills and judgement in a driving simulator.
 2. LE365 SLO2 - Demonstrate POST established minimum levels of skills and judgement in a force options simulator.
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 366
Catalog Course Title: EVOG
Banner Course Title: EVOG

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.500 - 1.000	8.0 - 9.0 to 16.0 - 18.0	0.5 - 1.0
Lab	0.000 - 0.000	0.0 - 0.0 to 0.0 - 0.0	0.0 - 0.0
Total Hours	0.5 - 1.0	8.0 - 9.0 to 16.0 - 18.0	0.5 - 1.0

Number of Times Course may be Repeated
99

Grading Method
Letter Grade or Pass/No Pass

Requisites

Prerequisite
POST certified basic law enforcement academy or equivalent training as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Entrance Skills Other (Legacy)

1. Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are:
 2. Proper officer safety tactics.
 3. Proper and safe tactical movement.
 4. Proper and safe use of an emergency vehicle.
 5. Demonstrate California State POST mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness.
 6. Demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability.
 7. Demonstrate the California State POST mandated minimum levels of knowledge.
 8. Familiarity with, and knowledge of the California Penal Code and Vehicle Code. Effective non-verbal and verbal communication used in policing.
 9. Familiarity with case law pertinent to policing.
 10. Proper CPR and first aid techniques.
 11. Must possess a valid driver's license.
-

Catalog Description

This course focuses on law enforcement emergency vehicle operations. Topics will be identified on a periodic basis in conjunction with law enforcement agencies. (A)

Course Content

Lecture

1. Lecture (Local agency driving policies, review of liability issues, driver survival)
 2. Orientation to the Driving Simulators
 3. Driving Simulator Scenarios using simulators
 4. Slow-speed/precision-driving
 5. Emergency driving on high speed track
 6. Vehicle control in adverse conditions on skid pan
-

Course Objectives

At the end of the course, the student will be able to:

1. operate a vehicle in such a manner as to be able to avoid involvement in a collision, no matter what the conditions.
 2. operate an emergency vehicle in a Code 3 response using sound judgment and due care.
 3. know when to initiate a pursuit and when a pursuit should be called off.
 4. use proper techniques to better control the vehicle and reduce the effects of the vehicle dynamics.
-

Methods of Instruction

- Lecture
-

Outside Assignments

- Other Assignments
The student will review their department driving policy for discussion.
-

Methods of Evaluation

Certification by instructor on the driving simulator, slow speed course, emergency course and skid pan.

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Handouts provided by instructor and POST.
2. This course focuses on law enforcement emergency vehicle operations. Topics will be identified on a periodic basis in conjunction with law enforcement agencies.
3. POST EVOG Manual
4. POST Workbook Learning Domains 19

Instructional Materials
None

Student Learning Outcomes

1. LE366 SLO1 - Demonstrate POST established minimum levels of skills in behind the wheel driving of emergency vehicles at various speeds and conditions.
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 367
Catalog Course Title: Arrest & Control Update
Banner Course Title: Arrest & Control

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.500	8.0 - 9.0	0.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	0.5	8.0 - 9.0	0.5

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
POST certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Proper officer safety tactics. 2) Proper and safe tactical movement. 3) Proper and safe arrest and control technique. 4) Proper and safe ground fighting technique. 5) Demonstrate California State POST mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 6) Demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability. 7) Demonstrate the California State POST mandated minimum levels of knowledge. 8) Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. 9) Effective non-verbal and verbal communication used in policing. 10) Familiarity with case law pertinent to use of force and policing. 11) Proper CPR and first aid techniques.

Catalog Description

Course consists of a comprehensive update and review of arrest and control skills and methods, including safety, liability, control techniques, handcuffing and searching, grappling, and pugilistic. Variable unit range course.

Course Content

Lecture

1. Arrest and Control Safety Orientation
 2. Lecture (Use of force issues, case law review, mental conditioning)
 3. Warm-up, footwork/balance, control holds, search/handcuffing techniques
 4. Take-downs, pugilistics and ground fighting
 5. Skills evaluation and remediation as needed
-

Course Objectives

At the end of the course, the student will be able to:

1. identify what could be a potential hazard when approaching a subject.
 2. apply specific control holds, takedowns or other techniques to gain control of a non-compliant subject; apply proper search techniques.
 3. use the proper amount of force to gain compliance of a subject.
-

Methods of Instruction

- Lecture
-

Outside Assignments

- Outside Assignments
Homework
 - Outside Assignments
The student will review their department use of force policies for discussion.
-

Methods of Evaluation

- Class Participation
 - Home Work
 - Other
Skills demonstration evaluated by the instructor on proper application and proficiency in arrest & control techniques.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Handouts provided by instructor and POST.
2. POST Workbooks, Learning Domain 33

Instructional Materials
None

Student Learning Outcomes

1. LE371 SLO1 - Execute recommended procedures for responding to various law enforcement situations in the field.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice

Department: Public Safety

Prefix and Number: LE 368

Catalog Course Title: Law Enforcement Agency Emergency Vehicle Operations Course Training

Banner Course Title: LE AGENCY EVOC TRAINING

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.500	8.0 - 9.0	0.5
Lab	2.000	32.0 - 36.0	0.5
Total Hours	2.5	40.0 - 45.0	1.0

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Corequisite

Must be enrolled in a State of California Commission on Peace Officers Standards and Training (P.O.S.T.) certified Law Enforcement Academy.

Limitations on Enrollment

Must possess a valid driver's license to operate a motor vehicle within the State of California.

Entrance Skills

Upon entering this course, the student should be able to:

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Demonstrate minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 2) Demonstrate minimum levels of critical thinking, judgement and problem solving ability. 3) Effective non-verbal and verbal communication used in policing. 4) Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. 5) Familiarity with case law pertinent to policing. 6) Proper CPR and first aid techniques.

Catalog Description

This course is designed to satisfy POST requirements for basic training in vehicle operations for Recruits/Cadets enrolled in a POST certified Law Enforcement Academy. The student will learn defensive driving principles and techniques, recognize that emergency response (Code 3) driving demands a high level of concentration and instant reactions, understand that a vehicle pursuit is never more important than the safety of officers and the public, and be proficient in the operation of the emergency vehicle and understand dynamic forces.

Course Content

Lecture

1. Importance of defensive driving principles and techniques in order to develop safe driving habits at slow and high speeds during day-time and night-time hours.
2. Factors affecting law enforcement vehicle operations at slow and high speeds during day-time and night-time hours.
3. Peace Officers must recognize that emergency response (Code 3) driving demands a high level of concentration and instant reactions.
Understanding emergency vehicle operations, dynamics and vehicle control techniques during slow speed and high speed operations in both day-time and night-time hours.
4. Operating emergency response vehicles; California Vehicle Code sections relating to emergency vehicle operators and emergency response driving.
Components of vehicle pursuits, recognizing the risk to officer and public safety versus the need to engage in a vehicle pursuit to apprehend a suspect during slow speed and high speed operations in both day-time and night-time hours.

Course Objectives

At the end of the course, the student will be able to:

1. operate a vehicle in such a manner as to be able to avoid involvement in a collision, no matter what the conditions or hour of the day.
 2. operate an emergency vehicle in a Code 3 response using sound judgment and due care in accordance with agency policy and applicable CA Vehicle Code in both day-time and night-time hours.
 3. know when to initiate a pursuit and when a pursuit should be terminated.
 4. use proper techniques to better control the vehicle in all conditions and reduce the effects of the vehicle dynamics during slow speed and high speed operations in both day-time and night-time hours.
-

Methods of Instruction

- Demonstration
 - Lab
 - Lecture
 - Methods of Instruction Description:
Hands-on skills training
-

Outside Assignments

- Outside Assignments
The student will read LE agency vehicle pursuit policy.

The student will read applicable CA Vehicle Code for emergency vehicle operations.

Students need to practice on their own, defensive driving skills to include but not limited to: safety, judgment/decision making, braking techniques, steering techniques, throttle control, speed judgment, vehicle placement, backing and roadway positioning.

Methods of Evaluation

State mandated evaluations.

Adopted Texts and Other Instructional Materials

Textbooks

1. POST Basic Course Workbook Learning Domain 19 Vehicle Operations 0 -

Other Texts

1. California State Vehicle Code, current edition.
2. AHC Law Enforcement Training Safety Guidelines.
3. LE Agency Pursuit Policy.

Instructional Materials
None

Student Learning Outcomes

1. LE368 SLO1 - Execute techniques for operating a law enforcement emergency vehicle while responding to various law enforcement situations, including safety, judgment/decision-making, braking techniques, steering techniques, throttle control, speed judgment, roadway positioning and operating associated equipment during slow speed and high speed operations in both day-time and night-time hours.
 2. LE368 SLO1 - Drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle during non-emergency, emergency response (Code 3), or vehicle pursuit situations during slow speed and high speed operations in both day-time and night-time hours.
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 370
Catalog Course Title: Arrest and Control Instructor Update
Banner Course Title: Arrest & Control Instr Update

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.500	24.0 - 27.0	1.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	1.5	24.0 - 27.0	1.5

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
P.O.S.T. and Standards and Training for Corrections certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Arrest and Control Basic Instructor Course 2) Proper officer safety tactics. 3) Proper and safe tactical movement. 4) Proper and safe arrest and control technique. 5) Proper and safe ground fighting technique. 6) Demonstrate California State POST mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 7) Demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability. 8) Demonstrate the California State POST mandated minimum levels of knowledge. 9) Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. 10) Effective non-verbal and verbal communication used in policing. 11) Familiarity with case law pertinent to use of force and policing. 12) Proper CPR and first aid techniques.

Catalog Description

Course consists of review and update of arrest and control skills, teaching and training methods including safety, liability, control techniques, handcuffing and searching, grappling, and pugilistic. Previous state certification as an Arrest & Control Instructor is required. May be repeated as often as necessary for purposes of recertification.

Course Content

Lecture

1. Orientation, Safety and Liability
2. Use of Force Incidents, Patterns, and Trends
3. Control Techniques, Handcuffing, and Searches
4. Strikes, Counter-strikes and Blocks
5. Take-downs, Come-alongs, and Carotid Restraint
6. Weapon retention and take-aways
7. Grappling
8. Teaching Demonstrations and evaluation

Course Objectives

At the end of the course, the student will be able to: _____

1. teach other peace officers how to identify what could be a potential hazard when approaching and apprehending a resisting subject.
 2. teach other peace officers how to apply specific control holds, takedowns or other techniques to gain control of a noncompliant subject; apply proper search techniques.
 3. teach other peace officers how to use the proper amount of force to gain compliance of a subject.
 4. teach other peace officers how to use proper techniques to apply restraint devices on a subject.
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lecture
-

Outside Assignments

- Outside Assignments
Examples:
 1. Prepare teaching skills and class supervision demonstration, including modeling and explaining three separate techniques, one from each category: control, grappling, and pugilistics.
 2. Independent reading of Arrest and Control Instructor manual.
-

Methods of Evaluation

- Oral Presentation
 - Simulation
 - Class Participation
 - Class Work
 - Other
Successful practical demonstration and explanation of arrest and control skills, using appropriate teaching techniques and class management, subject to student and instructor critiques.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Arrest and Control Instructor Manual as class handout.
2. POST Workbooks, Learning Domain 33

Instructional Materials
None

Student Learning Outcomes

1. LE370 SLO1 - Demonstrate the ability to teach any of the current or newly revised takedowns, joint locks, strikes, blocks and grappling techniques, including psycho-motor skills domain as well as the cognitive and affective domains.
-

Distance Learning

This course is not Distance Learning.

Generated on: 3/26/2018 10:31:29 AM

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 371
Catalog Course Title: Arrest and Control Instructor Certification Course
Banner Course Title: Arrest & Control Inst Cert

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	5.000	80.0 - 90.0	5.0
Lab	-	-	-
Total Hours	5.0	80.0 - 90.0	5.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Prerequisite
P.O.S.T. and Standards and Training for Corrections certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Proper officer safety tactics. 2) Proper and safe tactical movement. 3) Proper and safe arrest and control technique. 4) Proper and safe ground fighting technique. 5) Demonstrate California State POST mandated minimum levels of psychomotor skills and safety in emergency vehicle operations, arrest and control methods, firearms, and physical fitness. 6) Demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability. 7) Demonstrate the California State POST mandated minimum levels of knowledge. 8) Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. 9) Effective non-verbal and verbal communication used in policing. 10) Familiarity with case law pertinent to use of force and policing. 11) Proper CPR and first aid techniques

Catalog Description

This P.O.S.T. and STC certified course is designed to prepare the student as an instructor in arrest and control methods and meets the P.O.S.T. training requirements for Arrest and Control Instructors pursuant to regulations 1070/1082 for arrest and control courses.

Course Content

Lecture

1. Orientation, Safety and Liability
2. Use of Force Incidents, Patterns, and Trends
3. Adult Learning Theory, Taxonomies and Facilitation
4. Teaching Demonstrations and Evaluation
5. Control Techniques, Handcuffing, and Searches
6. Strikes, Counter-strikes and Blocks
7. Take-downs, Come-alongs, and Carotid Restraint
8. Weapon retention and take-aways
9. Grappling

Course Objectives

At the end of the course, the student will be able to:

1. teach other peace officers how to identify what could be a potential hazard when approaching and apprehending a resisting subject.
 2. teach other peace officers how to apply specific control holds, takedowns, or other techniques to gain control of a noncompliant subject; apply proper search techniques.
 3. teach other peace officers how to use the proper amount of force to gain compliance of a subject.
 4. teach other peace officers how to use proper techniques to apply restraint devices on a subject and conduct a thorough search for weapons and contraband.
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lecture
-

Outside Assignments

- Outside Assignments
 1. Prepare teaching skills and class supervision demonstration, including modeling and explaining three separate techniques, one from each category: control, grappling, and pugilistic skills.
 2. Preparing sample lesson plans
 3. Independent reading of Arrest and Control Instructor manual.
 4. Study for final examination.
-

Methods of Evaluation

- Exams/Tests
 - Oral Presentation
 - Simulation
 - Class Participation
 - Class Performance
 - Other
 - Successful practical demonstration and explanation of arrest and control skills, using appropriate teaching techniques and class management, subject to student and instructor critiques. Passing a multiple choice final examination.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Arrest and Control Instructor Manual as class handout.

Instructional Materials
None

Student Learning Outcomes

1. LE371 SLO1 - Demonstrate the ability to teach any of the current or newly revised takedowns, joint locks, strikes, blocks and grappling techniques, including psycho-motor skills domain as well as the cognitive and affective domains.
-

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 372
Catalog Course Title: Physical Training Instructor
Banner Course Title: Physical Training Instructor

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	2.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	2.5	40.0 - 45.0	2.5

Number of Times Course may be Repeated
None

Grading Method
Pass/No Pass

Requisites

Prerequisite
P.O.S.T. certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training.

NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Entrance Skills

Upon entering this course, the student should be able to:

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for the training that builds upon them. These minimum knowledge and skill levels are: 1) Proper officer safety tactics. 2) Proper and safe tactical movement. 3) Proper and safe ground fighting technique. 4) Ability to perform the physical applications and techniques. 5) Demonstrate California State POST mandated minimum levels of psychomotor skills and safety in physical fitness. 6) Demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability. 7) Demonstrate the California State POST mandated minimum levels of knowledge. 8) Familiarity with, and knowledge of the California Penal Code, Vehicle Code, Health & Safety Code and Welfare & Institutions Code. 9) Effective non-verbal and verbal communication used in policing. 10) Familiarity with case law pertinent to policing. 11) Proper CPR and first aid techniques

Catalog Description

This P.O.S.T. certified course is designed to prepare the student as an instructor in physical training methods and meets the P.O.S.T. training requirements for Law Enforcement Basic Academy Physical Training Instructors pursuant to regulation 1070/1082 for the regular basic course.

Course Content

Lecture

1. POST Basic Academy Physical Conditioning Manual requirements
2. Principles of Conditioning
3. Nutrition and Body Composition
4. Sports Medicine and Injuries
5. Program Design and Supervision
6. Physical Conditioning Exercise Group Activities
7. Adult Learning Theory, Taxonomies and Facilitation
8. Student Teaching and Class Supervision Demonstrations

Course Objectives

At the end of the course, the student will be able to:

1. set up daily physical fitness activity schedules for academy recruit classes.
2. lead and supervise academy recruits in physical conditioning activities including but not limited to: calisthenics, sprint and distance running, weight training, obstacle course and agility drills.

3. counsel recruits injured in the academy, notify and consult with their sponsoring department, direct the injured recruit to the proper medical treatment facility and document the incident on required forms.
-

Methods of Instruction

- Demonstration
 - Discussion
 - Lecture
-

Outside Assignments

- Outside Assignments
Examples:
 1. Reading the above State workbooks and manuals.
 2. Developing lesson plans for teaching demonstrations.
 3. Developing physical conditioning routines and schedules for class supervision demonstrations.
-

Methods of Evaluation

- Exams/Tests
 - Oral Presentation
 - Class Participation
 - Class Work
 - Class Performance
 - Other
Successful completion of Teaching Demonstration and Class Supervision Demonstration.
Successful completion of the State written examination (multiple choice).
Successful completion of the State physical fitness practical tests.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. POST Workbooks, Learning Domain 32. POST Basic Academy Physical Conditioning Manual

Instructional Materials
None

Student Learning Outcomes

1. LE372 SLO1 - Demonstrate the ability to teach any of the current or newly revised physical training methods.

Distance Learning

This course is not Distance Learning.

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Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 421
Catalog Course Title: Complaint Dispatcher
Banner Course Title: Complaint Dispatcher

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	4.000	64.0 - 72.0	4.0
Lab	2.670	42.5 - 48.0	0.5
Total Hours	6.5	106.5 - 120.0	4.5

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Emphasizes the responsibilities and tasks of the public safety dispatcher in law enforcement and fire agencies. Students learn and demonstrate in practical simulations acceptable telephone and radio procedures as well as effective decision-making.

Course Content

Lecture

1. Professional Orientation
2. Criminal Justice System
3. Introduction to Law
4. Communication Technology
5. Telephone Procedures
6. Radio Procedures
7. Missing Persons
8. Domestic Violence
9. Resources/Referral Services
10. Cultural Diversity/Sexual Harassment/Hate Crimes
11. Gang Awareness
12. Overview of Emergency Medical Dispatching
13. Stress Management
14. Critical Incidents
15. Practical Application Activities
16. Law Enforcement Telecommunications
17. Examinations

Course Objectives

At the end of the course, the student will be able to:

1. identify and analyze the role, responsibilities, and common tasks of the dispatcher in the public safety agencies.
 2. demonstrate in practical simulations acceptable telephone and radio procedures as well as effective decision-making.
 3. discuss the law enforcement dispatcher's role in the maintenance of positive intra-office relations.
 4. function as a dispatcher in handling of a simulated hazardous materials incident.
 5. identify and discuss the basic principles of stress management as this pertains to the function of a public safety dispatcher.
 6. carry out routine and crisis dispatching during field practical exercises.
-

Methods of Instruction

- Lab
- Lecture

Outside Assignments

- Outside Assignments
In addition to completing a pencil and paper objective examination, the students will address such essay questions as:
Discuss and analyze the role of the law enforcement dispatcher in promoting efficient patrol operations and reducing hazards for the field officer. Provide specific examples of each and explain them in detail.

Methods of Evaluation

- Exams/Tests
- Other
In addition to receiving a grade on their performance on the end of course examination, the students will be awarded a pass/fail grade on their participation in the field practical simulations.

Adopted Texts and Other Instructional Materials

Textbooks

1. California Commission on Peace Officer Standards and Training Training Standards Public Safety Dispatchers 1987 -
2. Adams, Thomas F. Police Field Operations 1985 -

Other Texts

1. Prepared scenarios for field practicals
2. Handout literature

Instructional Materials

1. Video tape playback machine
2. Radio simulation circuitry

Student Learning Outcomes

1. LE421 SLO1 - Execute POST recommended procedures for dispatching and maintaining radio communications with police/sheriffs units responding to various law enforcement situations in the field.
2. LE421 SLO2 - Recognize various criminal acts relayed telephonically by citizens and radio dispatch police units and other public safety agencies to respond.

Distance Learning

This course is not Distance Learning.

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Board Approval:
PCA Established:
DL Conversion:
Date Reviewed: Fall 2011
Catalog Year: None

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice

Department: Public Safety

Prefix and Number: LE 424

Catalog Course Title: PC 832 Arrest

Banner Course Title: PC 832 Arrest

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	2.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	2.5	40.0 - 45.0	2.5

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment

Freedom from illness or disability that would prevent the student from safely performing the required arrest and control physical skills.

Entrance Skills

None

Catalog Description

This course is a survey of the laws of arrest, search and seizure, and use of force. Course includes skill development and assessment of physical arrest and control methods. Meets all requirements for certification under California Penal Code section 832 in laws and methods of arrest for limited function peace officers and other public officers as required by statute. (F,S,U)

Course Content

Lecture

1. Professional Orientation
 2. Community Relations
 3. Investigation
 4. Law
 5. Arrest & Control
 6. Evidence
 7. Communications
 8. Testing
-

Course Objectives

At the end of the course, the student will be able to:

1. analyze in an objective examination the role and ethical responsibilities of a peace officer.
 2. apply the principles of discretionary decision-making by using their knowledge of statutory and case law to determine how a situation should be handled either informally or formally through the criminal justice system and when to utilize the appropriate use of force.
 3. explain the legal constraints and procedures involved in executing searches, seizures, and arrests.
 4. perform course-taught performance skills (i.e., control holds, handcuffing, searching and takedown).
-

Methods of Instruction

- Lecture
-

Outside Assignments

- Other Assignments
Workbook reading assignments including glossary and supplemental material.
Complete workbook learning activities.
-

Methods of Evaluation

- Exams/Tests
 - Other
The State (POST) requires that the course be tested by a POST written test and a POST performance test.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. State-mandated Workbooks for PC 832 Course, Volumes 1-4, latest issued version.
2. Handcuffs (provided by Police Academy).

Instructional Materials
None

Student Learning Outcomes

1. LE424 SLO1 - Execute legal arrests, searches and detentions of criminals in compliance with California Statutes, case law, and POST standards.
 2. LE424 SLO2 - Use legal and safe procedures for overcoming resistance handcuffing and searching people arrested for committing crimes in compliance with California State POST standards.
-

Distance Learning

This course is not Distance Learning.

Board Approval:
PCA Established:
DL Conversion:
Date Reviewed: Fall 2011
Catalog Year: None

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice

Department: Public Safety

Prefix and Number: LE 425

Catalog Course Title: PC 832 Firearms

Banner Course Title: PC 832 Firearms

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.500	24.0 - 27.0	1.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	1.5	24.0 - 27.0	1.5

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment

Freedom from illness or disability that would prevent the student from safely participating in live fire shooting activities.

Limitations on Enrollment

Students not employed (as a peace officer) or sponsored by a California law enforcement agency are required to obtain a CA DOJ Firearms Clearance (PC13511.5).

Entrance Skills

None

Catalog Description

This course is a basic knowledge and skills course in firearms for peace officers newly assigned to carry a firearm in the course of their duties. Course includes skill development and assessment of fundamentals of shooting, firearms nomenclature, maintenance, and safety. Meets requirements for certification under California Penal Code section 832 for limited function peace officers to carry and use firearms as required by statute. Presented over three consecutive days including two full days on a local firing range. (F,S,U)

Course Content

Lecture

1. Firearms safety and handgun familiarization.
 2. Handgun shooting principles.
 3. Handgun range practice and qualification.
-

Course Objectives

At the end of the course, the student will be able to:

1. state the four fundamental rules of firearms safety, explain firearms range safety guidelines, and describe safety precautions for the proper storage of firearms.
 2. describe the components and functions of the revolver and semi-automatic pistol, including cycle of operation, steps for safe loading and unloading and for rendering the firearm safe.
 3. describe the guidelines for safe handling and primary components of pistol ammunition, and describe the chain of events that takes place during the discharge of pistol ammunition.
 4. describe the components of a handgun that require inspection, and describe and apply the materials, environment and procedures for the safe cleaning of the handgun.
 5. apply the proper steps for drawing and holstering a handgun, accurately shoot a handgun, and recognize and effectively clear handgun malfunctions.
-

Methods of Instruction

- Lecture
-

Outside Assignments

- Other Assignments
POST Workbook reading assignments including glossary and nomenclature
POST Workbook learning activities
-

Methods of Evaluation

- Exams/Tests
 - Other
The State (POST) requires that the course be tested by a POST performance test.
-

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. State-mandated Workbook for PC 832 Course, Volume 5, latest revision
2. Semi-automatic pistol or revolver, ammunition, targets, safety equipment (as provided by agency or Police Academy).

Instructional Materials
None

Student Learning Outcomes

1. LE425 SLO1 - Execute recommended procedures for loading, unloading, handling, disassembling and cleaning a semiautomatic pistol or revolver in compliance with State standards.
 2. LE425 SLO2 - Execute recommended and safe procedures for aiming and firing a semiautomatic pistol or revolver accurately in compliance with State POST standards.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice

Department: Public Safety

Prefix and Number: LE 426

Catalog Course Title: Patrol Rifle Course

Banner Course Title: Patrol Rifle Course

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.250	4.0 - 4.5	0.0
Lab	0.750	12.0 - 13.5	0.0
Total Hours	1.0	16.0 - 18.0	0.5

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Prerequisite

POST certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training. NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes.

Limitations on Enrollment

Students must 1) Be free of felony convictions; 2) possess a valid California Driver's License; 3) undergo a fingerprint and criminal history check; 4) be a minimum of 18 years of age; 5) be a United States high school graduate; pass the GED, pass the California High School Proficiency Examination, or have attained a

two-year or four-year degree from an accredited college or university; and 6) complete a medical suitability examination.

Entrance Skills

Entrance Skills Other (Legacy)

1. demonstrate California State POST mandated minimum levels of psychomotor skills and safety in firearms, emergency vehicle operations, arrest and control methods, and physical fitness.
 2. demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability.
 3. demonstrate the California State POST mandated minimum levels of knowledge.
-

Catalog Description

Patrol Rifle Course, long/short barrel, meets POST 1081 Mandate and Penal Code section 33220(b). P.O.S.T. describes this course as a rifle course part II. The course covers law update, review of use of force issues, agency policies, mission, safety issues, nomenclature, specifications, capabilities, firearm care, breakdown, and cleaning, tactical considerations, skill development and qualifications.

Course Content

Lecture

Course of instruction covers

1. Introduction Mandates & Law Update (60 minutes)
2. Review of Use of Force Issues, Agency Policies, and Mission (30 minutes)
3. Safety Issues (30 minutes)

4. Nomenclature, Specifications, and Capabilities (30 minutes)
5. Firearm Care, Breakdown, and Cleaning (30 minutes)
6. Tactical Consideration (60 minutes)
7. Skill Development and Qualification (12 hours)

Course Objectives

At the end of the course, the student will be able to:

1. understand and apply procedures for the safe handling of a patrol rifle
2. remembering the workings, capabilities, and limitations of the patrol rifle required for safe and effective operation.
3. understanding the capabilities and limitations of the patrol rifle ammunition.
4. understand and practice proper procedures for the cleaning and basic maintenance of the patrol rifle.
5. evaluate and apply the fundamental skills of firing the patrol rifle, and to be accurate and effective in precise situations during live fire exercises.

Methods of Instruction

- Demonstration
- Discussion
- Lab
- Lecture

Outside Assignments

- Outside Assignments
 1. POST LD35 Workbook reading assignments including glossary and nomenclature
 2. POST LD35 Workbook learning activities

Methods of Evaluation

- Exams/Tests
-

Adopted Texts and Other Instructional Materials

Textbooks

None

Other Texts

1. POST LD 35 Workbook

Instructional Materials

None

Student Learning Outcomes

1. LE426 SLO1 - Students shall successfully complete the required course hours including meeting all of the POST academic requirements and POST skills requirements.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice

Department: Public Safety

Prefix and Number: LE 427

Catalog Course Title: Bicycle Patrol

Banner Course Title: Bicycle Patrol

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.000	16.0 - 18.0	1.0
Lab	1.500	24.0 - 27.0	0.5
Total Hours	2.5	40.0 - 45.0	1.5

Number of Times Course may be Repeated
0

Grading Method

Letter Grade or Pass/No Pass

Requisites

Prerequisite

POST certified basic law enforcement academy or equivalent as determined by the Director, Law Enforcement Training. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency

Limitations on Enrollment

Students must 1) Be free of felony convictions; 2) possess a valid California Driver's License; 3) undergo a fingerprint and criminal history check; 4) be a minimum of 18 years of age; 5) be a United States high school graduate; pass the GED, pass the California High School Proficiency Examination, or have attained a

two-year or four-year degree from an accredited college or university; and 6) complete a medical suitability examination.

Entrance Skills

Entrance Skills Other (Legacy)

1. demonstrate California State POST mandated minimum levels of psychomotor skills and safety in firearms, emergency vehicle operations, arrest and control methods, and physical fitness.
 2. demonstrate the California State POST mandated minimum levels of critical thinking, judgement and problem solving ability.
 3. demonstrate the California State POST mandated minimum levels of knowledge.
-

Catalog Description

Provides instruction on the skills necessary to properly use a bicycle for patrol, including bicycle maintenance, riding skills, apprehension techniques and tactical firearms. Curriculum includes basic riding skills, tactical firearms, equipment, nutrition, physical fitness and basic bicycle maintenance.

Course Content

Lecture

1. Introduction (1.0 hours)
2. Laws & Vehicle Codes (1.0 hours)
3. Equipment & Maintenance Inspection (8.0 hours)
4. Safety Policy Review (2.0 hours)
5. Conditioning, Mental & Physical Training (1.0 hours)
6. Maneuvering and Curb/Ramp Jumping (1.5 hours)
7. Physical Conditioning Training Ride (1.5 hours)
8. Firearms Training & Qualification (6.0 hours)

9. Environmental Considerations (.5 hours)
10. Training Ride through Various Terrains (5.5 hours)
11. Trail Training & Manipulative Skills (6.0 hours)
12. Training Ride (3.0 hours)
13. Obstacle Course & Testing (2.0 hours)
14. Final Test and Course Review (1.0 hours)

Course Objectives

At the end of the course, the student will be able to:

1. understand and apply procedures for the safe handling of a patrol bicycle.
2. understand and apply proper procedures of handling a firearm while operating a patrol bicycle.
3. remembering the workings, capabilities and limitations of the patrol bicycle required for safe and effective operation.
4. understand and practice proper procedures for the cleaning and basic maintenance of the patrol bicycle.
5. evaluate and apply the fundamental skills of firing the handgun in conjunction with operating the patrol bicycle.
6. evaluate and apply the fundamental skills for operating the patrol bicycle.

Methods of Instruction

- Demonstration
- Lab

Outside Assignments

- Outside Assignments
Assigned readings

Methods of Evaluation

- Exams/Tests
- Lab Activities
- Class Performance

Adopted Texts and Other Instructional Materials

Textbooks

None

Other Texts

None

Instructional Materials

None

Student Learning Outcomes

1. Student shall successfully complete required course hours, meeting all objectives set forth by POST including academic and skills requirements.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice

Department: Public Safety

Prefix and Number: LE 440

Catalog Course Title: Basic Driving Skills

Banner Course Title: Basic Driving Skills

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.500	8.0 - 9.0	0.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	0.5	8.0 - 9.0	0.5

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

Students must possess a valid driver's license and have no physical conditions that would prohibit them from safely operating a motor vehicle.

Entrance Skills

None

Catalog Description

This course is designed to improve basic driving skills to include defensive driving techniques, collision avoidance, slow speed precision driving maneuvers and driving simulator practice. Students are required to study the California Driver Handbook prior to the class and bring the California Driver Handbook to the class.

Course Content

Lecture

1. Introduction to Basic Driving
 - a. Physiological Conditions
 - b. Vehicle Dynamics
 - c. Recognizing Road Hazards
 - d. Driver Distractions
 2. Driving Simulator Training
 - a. Steering Techniques
 - b. Judgment and Decision-making Activities
 - c. Clearing Intersections
 3. Driving Exercises
 - a. Collision Avoidance
 - b. Shuffle Steering Course
 - c. Commentary Driving
 - d. Skid Car
 - e. Precision - Low Speed Driving
-

Course Objectives

At the end of the course, the student will be able to:

1. safely negotiate intersections.
 2. safely drive a motor vehicle in both forward and backing maneuvers including driveways, off-set alleys and parallel parking.
 3. safely perform collision avoidance techniques.
-

Methods of Instruction

- Demonstration
 - Lecture
-

Outside Assignments

- Outside Assignments
Apply learned techniques in the student's daily driving.
Assigned reading: California Driver Handbook
-

Methods of Evaluation

Instructor scored grading sheets for each driving exercise.
Demonstrated ability by the student to maneuver through each driving exercise without hitting any cones and/or remaining within the painted road lanes.

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. California Driver Handbook

Instructional Materials

1. College supplied or personal owned vehicle.
 2. Sea-bands (wrist bands) will be supplied when driving the simulators.
-

Student Learning Outcomes

1. LE440 SLO1 - Demonstrate ability to safely negotiate intersections.
 2. LE440 SLO2 - Demonstrate ability to drive a motor vehicle in both forward and backing maneuvers, including driveways, off-set alleys, and parallel parking.
 3. LE440 SLO3 - Perform collision avoidance techniques.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice
Department: Public Safety
Prefix and Number: LE 441
Catalog Course Title: Advanced Driving Skills II
Banner Course Title: Advanced Driving Skills II

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.500	8.0 - 9.0	0.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	0.5	8.0 - 9.0	0.5

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

Prerequisite
LE 440 Basic Driving Skills

Limitations on Enrollment
Students must possess a valid driver's license and have no physical conditions that would prohibit them from safely operating a motor vehicle.

Entrance Skills

Upon entering this course, the student should be able to:

LE 440 - Basic Driving Skills

Entrance Skills Other (Legacy)

Basic knowledge of operating a motor vehicle.

Catalog Description

This course is designed to reinforce basic driving skills in addition to advanced simulator training and vehicle control techniques to include skid control, braking, acceleration and turning. Students are required to study the California Driver Handbook prior to the class and bring the California Driver Handbook to the class.

Course Content

Lecture

1. Introduction to Advanced Driving

- a. Physiological Conditions
- b. Vehicle Dynamics
- c. Recognizing Road Hazards
- d. Driver Distractions

2. Driving Simulator Training

- a. Steering, braking, and accelerator techniques
- b. Judgment and Decision-making Activities
- c. Clearing Intersections

3. Driving Exercises

- a. Collision Avoidance

i. Reaction Times

ii. Steering

iii. Braking

b. Skid Control - Skid Pan

i. Understeer

ii. Oversteer

iii. Hydroplaning

iv. Four wheel drifts

c. Cornering Techniques

i. Braking

ii. Acceleration

iii. Steering

Course Objectives

At the end of the course, the student will be able to:

1. safely perform collision avoidance maneuvers at 25, 30, and 35 m.p.h.
2. control and avoid various types of skids including understeer, oversteer, hydroplaning, and four wheel drifts.
3. safely and smoothly negotiate corners including 90 degree and sweeper turns.

Methods of Instruction

- Demonstration
 - Lecture
-

Outside Assignments

- Outside Assignments
Apply learned techniques in the student's daily driving.
Assigned Reading-California Driver Handbook
-

Methods of Evaluation

Instructor scored grading sheets for each driving exercise.
Demonstrated ability by the student to maneuver through each driving exercise without hitting any cones and/or remaining within the painted road lanes.

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. California Driver Handbook
2. Sea-bands (wrist bands) will be supplied when driving the simulators.
3. College supplied or personal owned vehicle.

Instructional Materials
None

Student Learning Outcomes

1. LE441 SLO1 - Demonstrate ability to safely negotiate intersections.
 2. LE441 SLO2 - Demonstrate ability to drive a motor vehicle in both forward and backing maneuvers, including driveways, off-set alleys, and parallel parking.
 3. LE441 SLO3 - Perform collision avoidance techniques.
 4. LE441 SLO4 - Perform course-taught skills.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Administration of Justice

Department: Public Safety

Prefix and Number: LE 480

Catalog Course Title: Women in Public Safety Careers

Banner Course Title: Women in Public Safety Careers

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	2.0
Lab	3.000	48.0 - 54.0	1.0
Total Hours	5.0	80.0 - 90.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

Students may be prohibited from enrolling based on health and safety issues. Students will be participating in vigorous physical activities including lifting weights from the floor to overhead, strength training with weight machines and free weights, calisthenics such as push-ups and sit-ups, running distances of 1 ½ miles or farther, sprinting 200 yards, climbing 6 foot fences and walls, climbing ladders, walking and climbing embankments and stairways with ambulance gurneys and stretchers, climbing flights of stairs while dragging fire hoses and wearing several pounds of equipment.

Entrance Skills

None

Catalog Description

This course is designed to prepare women for successful completion of a Public Safety Basic Academy in Law Enforcement, Fire Technology or Emergency Medical Services. This course will focus on physical, academic, emotional and psychological preparation.

Course Content

Lecture

1. Introduction to Careers in Public Safety
 - a. Law Enforcement
 - b. Fire Technology
 - c. Emergency Medical Services

2. Introduction to Physical Challenges in Public Safety Careers
 - a. Principles of Physical Conditioning
 - b. Principles of Nutrition, Weight Loss And Weight Gain
 - c. Injury Prevention
 - d. Shift Work and Sleep Deprivation
 - e. Department Physical Agility Tests

3. Scholastic Skills
 - a. Study Habits and Skills
 - b. Report Writing
 - c. Test Taking Skills

d. Note Taking Skills

e. Time Management

4. Professional Relationships

a. Sexual Harassment

b. Dating Pitfalls

c. Role Models

d. Demeanor

e. Misconduct and Discipline

f. Promotions and Career Paths

5. Family Relationships

a. Significant Other

b. Children

c. Parents

d. Sharing Responsibilities

e. Focusing on Graduation

6. Academy Survival Skills

a. Equipment Maintenance

b. Military Style Discipline

c. Drill, Formations and Marching

d. Grooming and Uniforms

7. Physical Conditioning Lab

- a. Strength Exercises
- b. Cardiovascular Endurance Exercises
- c. Agility and Coordination Exercises
- d. Job Tasks Training

8. Physical Agility Test Practice

Course Objectives

At the end of the course, the student will be able to:

1. lift an adult victim, in a stretcher or gurney, with the aid of another student.
2. climb a 6 foot wooden wall, run 25 yards and climb a 6 foot chain link fence.
3. climb a 40-foot ladder while wearing approximately 45 lbs. of fire fighting equipment.
4. drag a 165 lbs. dummy 32 feet.
5. complete a Police, Fire or EMS Department style physical agility test with a passing score.

Methods of Instruction

- Demonstration
- Lab
- Lecture

Outside Assignments

- Outside Assignments
 1. Two 8-hour shifts (ride-along observer with police, sheriff, fire departments etc.)
 2. Preparing reports
 3. Career research paper

Methods of Evaluation

- Exams/Tests
- Research Projects
- Papers

- Other
 1. Physical Agility Testing
 2. Reports
 3. Exams
 4. Research paper

Exemplar Essay Question: "Discuss some of the challenges women have faced in maintaining professional relationships with peers and superiors in public safety careers. Describe strategies you will employ to avoid, or at least minimize, the negative effects that some of these challenges may have on your own public safety career."

Adopted Texts and Other Instructional Materials

Textbooks
None

Other Texts

1. Instructor prepared materials

Instructional Materials
None

Student Learning Outcomes

1. LE480 SLO1 - Demonstrate the ability to endure the physical, psychological, scholastic, and emotional rigors of a Public Safety Academy. Thereby demonstrating readiness to enroll in the Basic Law Enforcement, EMT or Fire Fighter Academy.
 2. LE480 SLO2 - Successfully complete the academic requirements, physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the Basic Law Enforcement, EMT or Fire Fighter Academy.
-

Distance Learning

This course is not Distance Learning.

Appendix 2

LE Certificate Options

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Enter search terms

Quick Links ▾

About AHC	College Resources	Students	Admissions & Registration	Financial Aid
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Law Enforcement Training

[Program Overview](#)

[Pre-Academy](#)

[Basic Law Enforcement Academy](#)

[CORE Custody Academy](#)

[PC 832 Peace Officer Training](#)

[Advanced Officer Training](#)

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CERTIFICATE OPTIONS

Basic Law Enforcement Academy

[Download Brochure PDF](#)

Required - 10 hours lecture, 30 hours lab weekly (Total: 836 hours) for the Certificate of Accomplishment.

Limitation on enrollment: Admission by application:

Prerequisite:

LE 310 Intro to LE Academy (Pre-Academy) .5 units

Required Courses:

LE 320 Basic Law Enforcement Academy 22.5 units
[top of page](#)

SPOTLIGHT



Christine Calvert
Basic Law Enforcement Academy Student

"I wanted to get into law enforcement. I chose to put myself through the academy to prepare myself better for

employment. Allan Hancock College has made a tremendous difference in my life. It has allowed me to create lifelong friendships. [The instructors] encourage us in a traditional manner that is physically challenging, yet they're very concerned about us being educated."

[Submit a Testimonial »](#)

SEE US IN ACTION



Video: Basic Law Enforcement Academy recruits David, Christine, and graduate Lt. Shari Kesler highly recommend AHC's academy.

FOLLOW HANCOCK



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Appendix 3

2016 POST BCCR

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Commission on
PEACE OFFICER STANDARDS and TRAINING

State of California | Department of Justice

Basic Course Certification Review

**Allan Hancock College
Law Enforcement Academy**

One Hancock Drive
Lompoc, CA 93436

September 20-22, 2016

A Confidential Report Prepared by the Commission on Peace Officer Standards and Training

California Commission on PEACE OFFICER STANDARDS and TRAINING

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INTRODUCTION

On a regular basis, and for ensuring quality, integrity, and safety of entry-level peace officer training in California, POST conducts reviews of academies that present the POST certified Regular Basic Course (RBC). The Allan Hancock College Law Enforcement Academy (hereafter referred to as the Academy) offers the Basic Course and was reviewed on September 20-22, 2016.

Three categories express the findings of the review: Compliance Issues, Recommendations, and Exemplary Aspects.

A Certification Review Team (CRT) comprising the following members conducted the on-site Academy BCCR:

Team Members

- Jeff Nelson, Senior Law Enforcement Consultant, Team Lead, POST
- Melissa Bell, Associate Governmental Program Analyst, POST
- Robert Peebles, Visiting Director, Riverside Sheriff's Office Basic Academy

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REVIEW METHODOLOGY

The Review methodology includes a review of the following:

- Prior certification report
- Academy Self-Assessment Report (SAR)
- On-site verification
- Program Administration and Management
- Course Quality and Delivery
- Facilities and Equipment
- Safety Considerations
- Program assessment interviews
- Staff
- Recruits
- Use of POST resources
- Training and Testing Specifications (TTS) Document
- POST Administrative Manual
- POST Safety Guidelines
- POST Test Management Assessment System (TMAS)
- POST Test Security Agreement

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REVIEW OF PRIOR CERTIFICATION REPORT

POST completed a BCCR of the Academy in April 2010. At that time, Allan Hancock College Law Enforcement Academy was certified for and conducted a full RBC intensive format. Specifically, the 2010 BCCR identified several items as recommendations, and/or compliance issues.

The previous recommendations/findings from the 2010 BCCR are as follows:

Compliance Issues:

- Safety policy/rules relative to chemical weapons training were not conspicuously posted at the training facility. (Safety Guidelines 6.1.1)
- Revise academy safety policies as needed, and increase the minimum instructor requirement to two instructors
- Have all instructors complete the AICP

Recommendations:

- Reduce the number of hours the Director spends actually teaching the course; the current 20% is excessive for the Director.
- The AHC Basic Course certification provides the capability to train up to 50 recruits per class. If the AHC management intends to train at maximum capacity (50), a larger facility needs to be secured to accommodate the larger number of recruits; otherwise, reduce the maximum number of recruits on the course certification request.
- Designate a "No Standing" or "Non-observation" zone immediately adjacent to the training track to eliminate the possibility of injury from vehicles leaving the track area.
- Place signage at the chemical weapons training facility in a manner that is conspicuous.
- Correct running path safety hazards.
- Repair the chain-link fence (WSTB).
- Revise the physical conditioning schedule to ensure that it meets POST requirements, or add sufficient physical conditioning to the week six testing session.

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- Correct the academy schedule to correctly label test-only sessions, or add sufficient physical conditioning to testing sessions.
- Revise the missed-sessions policy to prevent the possibility that a recruit could be permitted to miss more than six conditioning sessions in the last 36 scheduled before the final Work Sample Test Battery.
- Develop and use lesson plans in the presentation of course material.
- The CRT recommends that the policy on Test Item Exclusion be revised to be more specific in detailing the process for submitting an item for exclusion.
- Comply with requirements of the AICP by ensuring all instructors complete the AICC.
- Provide shower facilities for all recruits (male and female).
- Continue the newly adopted practice of distributing the safety documentation (Policies and Guidelines) to all staff and recruits and having recruits sign acknowledgement of receipt and understanding.

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REVIEW OF ACADEMY SELF-ASSESSMENT REPORT (SAR)

The Academy generated a Self-Assessment Report (SAR) in January 2016. The CRT conducted a review of the SAR prior to and during the on-site review. The SAR provided an organizational background that was valuable to the CRT members while reviewing various aspects of the Academy.

As part of the SAR, (Section '0') the Academy is to address the Compliance issues and/or Recommendations from the previous BCCR (outlined above).

The Academy furnished the following list regarding compliance issues *and* recommendations:

SKILLS EVALUATIONS

Arrest and Control Techniques (LD #33)

- Recommendation: A larger training room to accommodate a class size of 50.
The new Public Safety Training Complex includes a much larger training room and the maximum number of recruits allowed in each class has been reduced to 40. This mat room is approximately 2,368 sf. with a "spring" sub floor that is covered with martial arts/grappling mats and the exposed walls are also covered with protective mats.

Vehicle Operations (LD #19)

- Recommendation: Designate a "No Standing" or Non-observation" zone immediately adjacent to the training track,
A designated safe zone (waiting/staging area) has been set south of the entrance and gate to the EVOC track. The area has bleachers for resting and waiting, and is surrounded by a concrete K-rail barrier.

Firearms/Chemical Weapons (LD #35)

- Compliance Issue/Recommendation: Conspicuously post safety policy/rules at the chemical weapons training facility.
Safety policy/rules at the chemical weapons training facility have been properly posted.
Safety guidelines are in place that address chemical weapons training.
Signs alerting that training is in progress are posted at the chemical weapons training facility when training is occurring.

Lifetime Fitness (LD #32)

- Compliance Issue/Recommendation: Revise academy safety policies as needed,

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increase the minimum instructor requirement to two instructors.

The safety guidelines have been modified and will be submitted to POST with the February 2016 basic course modification. Two POST certified physical conditioning instructors are available for academy physical conditioning training days.

- Recommendation: Correct running path safety hazards and correct WSTB layout and equipment.

The new physical fitness facility is free of running hazards and the WSTB course is laid out according to POST regulations.

- Recommendation: Correct the physical conditioning schedule, number of sessions and a lesson plan.

The schedule reflects sufficient training prior to testing and sufficient weekly training sessions. A policy has been implemented to prevent a Recruit from missing more than 6 training sessions in the last 36 sessions before the final WSTB. Each class has a detailed lesson plan for training sessions during the academy.

PROGRAM MANAGEMENT

- Recommendation: Reduce the hours the Director teaches in the course.
This has been accomplished. The Director currently teaches only the LD1 block and a brief segment during Academy orientation.
- Recommendation: The policy on Test Item Exclusion be revised to be more specific.
This has been accomplished.
- Recommendation: The College provide additional support staff to relieve some of the administrative demands place on the Coordinator and Director.
The Director *is* working collaboratively with college administrators and staff to develop a staffing plan, which will address additional support staff.

COURSE QUALITY AND DELIVERY

- Recommendation: Comply with requirements of AICP and ensuring all instructors complete the AICC.
At this *time*, all 49 instructors are compliant with AICP. All will be going through the re-certification process during the fall of 2016.

FACILITIES AND EQUIPMENT

- Recommendation: Providing showers for Recruits and locker space for female Recruits.
The new facility has designated male/female locker rooms for recruit use that have adequate restrooms, lockers and shower accommodations.

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SAFETY

- Recommendation: Continuing the practice of distributing safety policy and guidelines and having recruits sign acknowledgement forms.
This practice continues.

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REVIEW OF MANIPULATIVE SKILLS

Prior to the on-site visit, recruits performed psychomotor-skill evaluations as part of their basic course presentation. This BCCR included an evaluation of those skill sets; Emergency Vehicle Operations training, Lifetime Fitness training and Scenario testing, Firearms training and Arrest & Control training.

POST coordinates with training specialists throughout California, to conduct peer review skills evaluations. The specialists observe a training session(s) and evaluate for compliance with relevant aspects of specific skill training. Each evaluator provided an assessment of their assigned skill set, based on their on-site observations and interviews with Academy instructors and staff.

The skills evaluators assessed skills discussed above for compliance to POST regulation and adherence to the Regular Basic Training and Testing Specifications (TTS) document, which specifies the minimally required content for the Regular Basic Course.

Arrest and Control Training:

The Allan Hancock Law Enforcement Academy operates at the public safety training complex at One Hancock Drive, Building 5, in Lompoc California. Most of their training takes place on site at this location, to include the Arrest and Control Training (ACT).

The designated mat room is used for the majority of ACT, which is specifically designed for this purpose. The room has a spring-loaded floor (similar to a gymnastics room) and tatami mats on top. The room is climate controlled and has an external door for ventilation. The room is adequately sized for an academy class of approximately 40. The facility also has an outside concrete pad used for impact weapon training. There is adequate space for all recruits to practice in this space.

The academy strike pads, three FIST suits, boxing gloves, helmets and padding, training batons, and strike dummies, and a "Numb John" striking dummy. The skills evaluator felt the academy could use a few punching bags and noted the dummy has broken parts and should be replaced.

The facility has large black and white signage conspicuously posted in both the mat room and the weight training room with the safety rules listed. The recruits are given safety briefings before

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each class. Recruits also receive instruction and are provided with arrest and control safety procedures before the application phase of training begins. Forms are in the recruit manual, each policy must be signed as well as a final page that acknowledges the recruit has received all policies.

The Academy has an emergency medical response plan. Portable first aid kit/AED is in the TAC office. Additional AED is in the hallway. Another first aid kit is in the break room. Additionally, the Fire Safety, EMS is located in the same building, with trained personnel. Mouthpiece, helmets and padding are used for sparring. Strike pads are available. The Academy has three FIST suits for instructors.

Equipment is cleaned by the personnel using it before and after each use. Per written policy, they minimally must clean them before each use, but recruits are also instructed to do so after each use. The recruits are only allowed on the mats in socks, no boots or other street shoes.

The facility is gated and secure. There is general access from the front of the building; however, there are clerical staff there to contact visitors.

The Academy administers and scores all tests required by TTS. They use POST forms for testing.

The skills evaluator noted that the recruits were actively participating in class. They seemed enthusiastic and very interested. The instructors were engaged in the class as well. The instructors are enthusiastic, and experienced. The academy retains a subject matter expert/instructor in grappling/BJJ, who brings a higher level of knowledge to the program.

Scenario Training and Testing:

The Academy/scenario facility is completely fenced and access is controlled by office staff working in the main lobby of the building. The scenarios are conducted using both the main building, as well as the structures located outside (scenario village, range building, fire road). The skills evaluator noted that all locations were free of hazards and were in outstanding condition during his review. Testing sites were selected to provide distance and concealment from other programs, as well as recruits traveling between testing sites.

The public does not have access and the testing cannot be viewed from outside the facility. Notifications to campus police, Lompoc Police Department and the Santa Barbara County Sheriff's Department are made by the on-duty RTO prior to the start of testing.

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The recruits are staged in the classroom and are dispatched to the RTO office via radio. When the recruit arrives at the RTO office, the RTO provides the details of the call for service. The recruit then turns off their radio and reports to the scenario site. At the scenario site, the evaluator operates as dispatch for any communications requested by the recruit.

The Academy safety policy outlines the role and responsibilities of all staff members and recruits involved in scenario testing. The policy is comprehensive, covering facility guidelines, equipment guidelines, staff to recruit ratios, instructor's qualifications and emergency procedures. Site security officers were the only personnel armed and remained near the classroom & RTO office. The skills evaluator observed that Safety Officers were not armed and remained in the testing area.

The skills evaluator noted there was a safety briefing to recruits, evaluators and role players. It included mandatory reporting of any injuries to staff, as well as the location of the first aid kit and AED. The safety brief included verbal cues to indicate an unsafe condition or a potential hazard within the testing process. "Pain" was the safe word for the day.

The equipment and props used for scenario testing are kept within the equipment room next to the RTO office. In preparing for testing, Coordinator, Ken George, provides staff with a list of props or equipment needed. Once the items are deemed safe and in good working order, the items are placed into a soft briefcase. The briefcase is returned to the cabinet and is then issued to the respective evaluator during the safety briefing. All props used in the scenarios during the skills evaluation were safe and in good working condition.

During the skills evaluation it was observed that prior to the start of scenario testing, staff members prepare each site. The preparation included safe check of the equipment to be used and the location. Any issues are to be reported to the scenario manager. The evaluator visited all testing sites used that day and confirmed the areas were clear of any potential hazards and were safe for all participants.

The first aid kit and the AED are staged in a golf cart near the RTO office during scenarios. Both were in good condition, the AED was charged and the first aid kit was fully stocked during the evaluation. The golf cart was able to respond if needed in case of an emergency.

Fire extinguishers were located throughout the facility to include all scenario sites. All fire extinguishers appeared to be fully charged and their location was clearly marked.

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The Scenario Manager uses the POST supplied scripts, evaluation forms and grade forms. All forms are downloaded from the POST site. The scripts and evaluation forms are made available to the evaluators during the briefing.

The Academy complies with all testing process and security requirements. All role players were trained by the Scenario Manager regarding rules and expectations in their role during scenarios. The Academy has a matrix of the role players, indicating completion of training, POST security agreement signed and waiver for the academy.

Once issued and during testing, the evaluators retain all evaluation forms until the scenario manager came around to collect them. Once the scenario manager collects the evaluations, the forms are graded, the scores are recorded. If the recruit successfully passed the scenario test(s), evaluation forms are shredded the same day.

Recruits who do not successfully complete the scenario, will be provided remedial training at a later date and retested after receiving the additional training. The evaluation forms for failures are retained and if the recruit successfully passes the retest, both the original evaluation form and the retest evaluation form are shredded. If the recruit does not successfully pass the retest, the recruit is dismissed from the academy and all evaluation forms are retained in a secure location.

The skills evaluator reviewed Academy schedules and material and found that all fourteen scenarios are tested. The tests are conducted on three separate days during the academy. The schedule for the Academy showed scenario demonstrations scheduled prior to each to the scenario test days. The total hours for scenario demonstration is 25, spread over three days

The skills evaluator indicated that the testing day he observed was well organized and run.

Lifetime Fitness Training:

Lifetime Fitness (LF) training is done on the Academy grounds. The physical training facilities consist of a mat room, weight room with strength and conditioning equipment, a large concrete pad and pull up bars, paved roads with controlled access and minimal traffic, a large field and track, a permanent work sample test battery (WSTB) course, chain link fence and walls, and dip bars. All inside areas are climate controlled.

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The facility is gated and secure. There is access from the front of the building; however, there is clerical staff to contact visitors.

Academy LF instructors attended the 40 hour Lifetime Fitness instructor class that included WSTB training in the curriculum. The two LF instructors are both former law enforcement officers and have received relevant training in symptoms of heat illness, exhaustion, respiratory, and cardiac emergencies. The recruits carry camelbacks of water during LF and are encouraged to stay hydrated to prevent injury.

First aid equipment/materials are available at all training sites. The Academy maintains an emergency medical response plan. There is an AED in the building, and a portable AED and first aid equipment that is in the chase vehicle during outside LF activities. There is a first aid kit in the building where LF activities take place as well.

The LF facilities: weight room, mat room, outside concrete pad, weights, pull up bars, track, field, road, are all safe and have minimal hazards. The skills evaluator noted the instructors and staff seem to put forethought into the daily LF activities. They consider factors such as weather, recruit fitness and other concerns. There are safety policies for Lifetime Fitness. Recruits are required to read and sign all policies. There is safety procedure signage around the facilities as well.

The Academy provides instruction in all learning objectives required by the TTS. The ECO, and lesson plan/schedule, were reviewed and the skills evaluator verified these elements with LF instructors. Recruits' attendance is tracked via excel spreadsheets to ensure compliance with LF program requirements. The Academy has procedure for medical pre-screening all recruits prior to LF beginning. This is a part of the application process.

If necessary, appropriate, supervised, alternate physical activities are available for injured recruits. The staff modifies workouts to accommodate injury. Prior to returning to full LF activities, injured recruits must submit academy specific form, or an equivalent doctor's note. The coordinator monitors all injury reports.

The skills evaluator reviewed Academy files in addition to speaking with instructors and observing LF training. She noted that LF components for conditioning and testing were present and appropriate. Warm-up periods, cool-down following training, conditioning with appropriate content were all noted in her visit. The WSTB testing was not observed but reviewed by the skills evaluator and CRT.

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Firearms Training:

The firearms facility is a designed pistol/rifle range located on the Lompoc Federal Prison Facility. The training facility is a designed firearms range with a dirt backstop. The primary yard lines have concrete walkways, while the majority of the range is covered in gravel. The facility does have external lighting available, if needed. There is a bathroom with a sink and an eyewash station. Behind the firing line, there is a covered structure that affords the recruits and staff to be out of the elements if necessary. There are numerous table available for instruction and demonstrations, if needed.

The facility has a sign at the entrance that clearly defines 'live-fire' training is in progress. The only entrance to facility has a locked gate. Once the gate is open, the sign that alerts people live fire training is in progress is visible. At the main building on the facility, there is a flagpole with a red flag that is raised when the range is used for live fire training.

Each recruit is provided with a booklet outlining all of the firearms safety policies and procedures. Recruits are required to sign and date a form stating they understand the firearms safety polices and procedures. The four firearms safety rules were clearly posted outside of the range house. There were also site-specific rules clearly posted outside the range house.

The skills evaluator reported the instructors gave a briefing at the beginning of training outlining the emergency medical response plan. The briefing was well though out and very thorough. The recruits are also provided in writing the emergency medical plan.

During his visit, the skills evaluator observed the proper handling of all ammunition. The recruits were provided explanations of what to do in the event of misfires, squib loads and other potential ammunition issues. The recruits are briefed and provided in writing the importance of proper hygiene when exposed to lead particles. The evaluator observed all recruits and instructors wearing eye and ear protection. This was also covered during their daily safety brief.

The shooting range had two clearly marked loading/unloading barrels. Each barrel was set off to the side of the range and are painted bright red.

The Academy firearms program met the guidelines under outlined in Chapter 2 of the Guidelines for Safety in Certified Courses (Safety Guidelines) observed during the skills evaluation.

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While not able to observe all facets of firearms training, the skills evaluator noted that what he observed, and that the Academy lesson plan indicated the necessary learning objectives. Based on the lesson plan and test forms, the Academy administers and scores all tests required by the TTS and the material outlined the necessary learning activities.

The firearms facility allows for shooting well into the hours of darkness. The Academy Director advised the skills evaluator that they begin their testing 30 minutes after sunset, which complies with the TTS. Recruits are afforded handheld flashlights or weapon-mounted lights, depending on the agency with which they are affiliated.

Each recruit who is sponsored by an agency is required to bring their firearm each day to the range. They instructed in applicable laws regarding weapons transport/handling (PC25400). The skills evaluator witnessed sponsored recruits arriving with their firearms locked in the trunks of their vehicle. As the recruits opened their locked cases, he noted each firearm had a gunlock attached to it.

The recruits who are not sponsored use the firearms provided by the college. The college provided firearms are transported to the range each day by an instructor.

The range facility has a designated weapons cleaning area that is equipped with proper safety equipment. There are tables that are used as weapons cleaning areas. These cleaning areas are equipped with sinks for washing hands and an eyewash station if necessary. The facility has restrooms with sinks for washing hands.

Chemical Agents Training:

The Academy's Chemical Agent Training did not coincide with a skills evaluator visit, so was not witnessed during a training event. The CRT did tour the site, review policies and guidelines, and discuss the training/testing with staff.

The exposure training is conducted at a Chemical Agents training site, next to the Range. Chemical Agents training consists of classroom lecture and practical use of Oleoresin Capsicum (OC) at the Academy classroom and compound.

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The facilities are conducive to their intended purpose for Chemical Agent Training. Instructors have appropriate qualifications and the material covers TTS requirements. The training site is safe and removed/isolated to prevent drift of the agents or inadvertent contamination.

Vehicle Operations:

The Academy has EVOC facilities on the grounds of the training center. The skills evaluator reported the facility is state-of-the-art, well designed, new driver training area with multiple roadway widths, alignments and lengths located on 50 acres. The roadways are painted to “real roadway” specifications. The city grid is realistically designed. The CRT visited the EVOC as well and was similarly impressed with it. The Academy has plans to add structures and other traffic related/traffic control devices on the course to further improve realism in training.

Access to the driver training area is controlled by two fences—both with locked access control points. Instructors check training site prior to each use. That process was demonstrated to the skills evaluator during a ride along at the site visit.

Recruits are given safety policy, which includes EVOC, during orientation. The staff and instructors are emailed a copy at the beginning of each class. Safety rules are posted and reviewed prior to each training session. Bleachers with a safety zone were observed during the skills evaluator’s site visit and determined to be a safe distance away from actual driver training areas.

A medical response plan is included within safety policy. The skills evaluator discussed the plan with staff as well, who seemed well versed in it. The Academy maintains appropriate first aid equipment and a pry tool; observed by the skills evaluator who saw the indicated items on site and immediately accessible to EVOC training.

The Academy provides instruction in all learning objectives required by TTS. The skills evaluator reviewed attendant documents (lesson plan, hourly instructional delivery plan) during his site visit. The Academy also administers and scores all tests required by TTS (Required EVOC Tests). During his evaluation, the skills evaluator inspected completed POST provided EVOC testing forms for various required tests.

EVOC vehicles are adequately equipped and maintained for law enforcement training. Track cars are equipped with roll bars and 5 point racing safety harnesses. During his site inspection, the

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evaluator inspected the track cars finding them to be in excellent and safe condition. Further, he discussed both scheduled and “as needed” maintenance of the vehicles. The track vehicles are maintained in a reasonable manner to ensure reliability and safety. Vehicles are inspected prior to each training session. Seat belts must be worn whenever the vehicle is in motion, per safety policy and verified during site visit when observing training and testing.

The skills evaluator reported that the EVOC program was exemplary and ‘state of the art’. The CRT was also impressed with the quality facilities and commitment to continually improve this facet of the Academy.

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ON-SITE VERIFICATION BY CRT

POST assembles a Certification Review Team (CRT) for conducting the on-site inspection. The CRT is comprised of the POST BCCR Manager, along with other POST staff and a visiting Director from another basic academy. The CRT conducts verification of items related to program management, course quality and delivery, facilities and equipment, and program safety.

The CRT reviews documentation, conducts interviews, and verifies the use of POST resources, to support policies and procedures that guide the operation of the Academy. The adherence to the curriculum as identified in the Training and Testing Specifications (TTS), establishment of safety policies, academy staffing, and rules related to testing are all addressed in the compliance review. The Basic Academy is a complex course, and because of the legal aspects of training codified in the California Penal Code, staying abreast of changes to the legislatively approved content is imperative. As such, presenters should be aware of, and familiar with all resources available to them. The Self-Assessment Report (SAR), evaluation of course materials and documents, as well as the on-site review, support the conclusions of this report.

PROGRAM MANAGEMENT

Management

Consortium

Academy Directors and Coordinators are encouraged to regularly attend consortium meetings as well as participate in workshops and support functions, as they are able.

The Allan Hancock Academy routinely attends the Consortium and other POST meetings, workshops and training. Deb Annibali attends Consortium at least annually, sometimes more often. The Coordinator, Ken George, routinely attends Consortium and has been active in other POST activities in the past and is a Skills Evaluator training in the BCCR process.

Management and Supervision

The Academy has a Director and Coordinator assigned who are regularly on site and available during the Academy hours of operation. (per PAM 1052(c)(4)) The Director is an administrator who dedicates 100% of her time to the Academy. The Coordinator is a full time faculty member whose time assigned to the Academy for coordination of instruction is 60% the balance of his time is actual instruction. The Academy also maintains an assistant Academy Coordinator (Ross Ruth) who assists in coordination duties when George is not available.

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Both the Director and the Coordinator are appropriately trained per regulation. Each attended the Academy Director/Coordinator Course in the appropriate time frame.

Advisory Committee

A college-based academy is required to maintain a law enforcement advisory committee to provide logistical support and validation of training. (PAM 1052 (c) (10)) The Academy has an Advisory Committee that meets bi-annually. The committee is comprised of law enforcement agencies/officials from San Luis Obispo and Santa Barbara Counties. The committee also includes federal (FBI) input, the POST Regional Consultant, college Dean, and the President of Central Coast CAPTO (California Association of Police Training Officers).

The Director (or her representative) also attends law enforcement administrators meetings each month in both above counties, as well as CAPTO meetings.

Support Staff

In addition to staff discussed above, the Academy currently staffs one (1) administrative support position, and has a part time staffer to help with those duties. There is a strategic plan in place in conjunction with the college to add a secretarial position. It was the recommendation of the CRT that a second full-time administrative position be added (separate from secretarial position in the strategic plan) to help with the significant workload. There were some duties that were overlooked (like proper filing of DOJ clearance letters, discussed elsewhere in the findings) that are likely attributable to the volume of work for current staff.

The Academy has one full-time RTO, assigned from the Santa Barbara County Sheriff's Office. Other RTO's, from area agencies, are part-time only. The RTO's are appropriately trained per regulation.

The RTO's are responsible for day-to-day oversight of the recruit class while in session. This includes tasks such as mentoring recruits, inspections, attendance, test proctoring, administering Academy specific assignments (i.e., memos, etc.), as well as maintaining recruit files. The RTO's sometimes conduct practical field exercises and problems for the recruits.

It was the recommendation of the CRT (discussed in findings) that two full-time RTO's be utilized at the Academy, whether on loan or college employed. The lead/full-time

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RTO is inundated with many tasks that would be alleviated by another staffer. The demands of the RBC and overseeing 30-40 recruits would be more reasonably accomplished by two full time RTO's.

The Academy is also assisted by a staffer who handles numerous logistical operations at the training center as a whole. This position ensures there is oversight of items like; radio charging and maintenance, vehicle readiness, props/scenario organization (clipboards and other 'kits' used by the Academy), and other support issues.

Use of POST Resources

The Academy maintains and submits a current expanded course outline (ECO) that outlines elements required by the Training and Testing Specifications (TTS). The Academy maintains lesson plans for the instruction given, which are overseen/maintained by the coordinator.

The Academy uses POST materials for knowledge-based testing via TMAS. It uses POST forms/materials for Scenarios and skills tests (firearms, Arrest Control, etc.)

The Academy maintains access to POST resources, such as the Basic Course Information Website (BCIW) and the Electronic Data Interchange (EDI) and appears to utilize them appropriately. The CRT did note some missing items in the Administrative page for the course in EDI.

The Academy Director and Coordinator have a working relationship with their POST Regional Consultant, Christine Ford.

Test Security Management

The Academy maintains a current Test Security policy. The policy addresses internal test administration, items exclusion procedure and staff distribution among other items.

The Academy provides remedial training to recruits who fail an initial test. The recruit is allowed to meet with the instructor to receive additional training prior to retest. Generally, retests are performed within a few days after the initial test.

The recruits are required to sign a contract in regards to cheating. All staff and instructors who handle test material sign 'Attachment A' documents.

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Records Management

The CRT found the Academy has an adequately maintained filing system that is organized. Course rosters, lesson plans, filing and attendant documentation were kept by the RTO's/Coordinator.

There were some issues with separation of HIPAA/Medical related items for recruits. Items. The CRT found that the three active independent recruits and at least one former recruit (from the current class) did not have them in the separate files. The documents were found, located in the RTO office files. These items should be kept separately to preclude being reviewed by a background investigator, for example.

Additionally, two of three files for active non-affiliated/independent recruits were missing DOJ firearms clearance issues. The letters were located while the CRT was on site. It appears the normal filing of these letters on receipt was not followed.

Records reviewed were kept secure in general – security agreements and other protocols were maintained (locked files, separate rooms secured for files).

Recruit Evaluations

Recruits are evaluated at mid-term and at the end of the academy. Currently recruits' formal evaluations reflect peer input exclusively.

The CRT recommended that staff members, seasoned peace officers and/or retired peace officers', input should be reflected in formal evaluations (either the Recruit Training Officer's, the Coordinators', etc.). This would reflect a more complete picture of the recruits' performance. This is particularly important for independent recruits who might be evaluated in a background by such performance reviews. Peer evaluations may be influenced by subjective factors like relationships, friendships, cliques, etc.

Additionally, RTO's indicated that evaluating recruits occurs on an ongoing basis through more informal processes of observation. The RTO's keep daily logs of recruit issues and counsel recruits routinely.

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Instructor Evaluations

The Director indicated that instructors are evaluated at the end of their particular learning domain (LD) instruction. The recruits submit the evaluations. The evaluations are reviewed for trends in instructor performance. The Director said these have led to instructors being removed when problems surface and/or recur.

The Academy conducts a follow-up evaluation via "Survey Monkey" after the academy is completed. The recruits fill out and submit the instrument. These follow-up evaluations provide an 'unvarnished' opinion and input on the recruit's experience and Academy training to include instructors.

Course Quality

The Academy operates at the public safety training complex at One Hancock Drive, Building 5, in Lompoc California. The facility is approximately two years old and houses both law enforcement training and Fire, Safety, EMS training. It is a state-of-the-art facility that is continually being developed to improve training capabilities.

The classrooms seen by the CRT provided adequate audio-visual support as well as other technical capabilities. The classrooms were spacious, had good HVAC, lighting, seating and other necessary items. Adequate restroom and locker room facilities were available.

The Academy had appropriate first-aid equipment located throughout the facilities and training areas.

There is an excellent mat room for training requiring padded mats/mat room – such as Arrest Control training and lifetime fitness. Cleaning the mats and Arrest Control equipment was observed by the skills evaluator. The CRT reviewed this as well, it appeared adequate, and is appropriately addressed in policy.

The EVOC and scenario village are located at the same site. The firearms range will be at the location as well but is currently being remodeled/retrofitted due some original deficiencies. (see skills evaluations for more thorough review/discussion of these areas and the firearms range currently being used).

The CRT reviewed instructor files, resumes and qualifications. The Academy complies with AICC (regulation 1009) requirements and specific instructor requirements (in regulation 1070).

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Recruits interviewed lauded the academic components of the Academy and the quality of the instructors as well as staff. The CRT concurred; the instructors and staff with whom we spoke were high-caliber and very professional.

Course Presentations

Currently POST certified the Academy to offer two (2) presentations of the RBC per year. A maximum of 44 recruits per class.

Staff Training

During the review, the CRT confirmed via EDI and interviews that the RTOs completed the required RTO course or RTO video training (for visiting/part-time RTO's).

The Scenario Manager has completed the requisite POST Scenario Manager training.

The Academy Coordinator and Director have attended the requisite POST Director/Coordinator course.

The Director and Coordinator(s) attend Basic Academy Consortiums and other workshops, as they are able.

Compliance with Testing and Training Specifications

The TTS, ECO's and Lesson plans/update process appears to be well organized. The TTS and ECO were up to date and in keeping with required level of detail.

Course Remediation System

The Academy follows the test failure – remedial training – retest format. Remedial training is conducted by qualified instructional staff. Re-test is conducted in a reasonable period. The recruit signs, and the academy maintains, acknowledgement paperwork outlining the above.

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Recruit Tracking System

The CRT pointed out the Academy does not track attendance and missed hours in a way that ensures all of the components of the TTS are being attended and/or made up appropriately in their RBC.

Recruits' total time missed is tracked and the lifetime fitness sessions are tracked, however, if a recruit misses a portion of a day/class it is difficult to tell with any certainty what they missed. Moreover, remedial 'make-up' work does not appear to be the same as the original instruction. Recruits are instructed to coordinate with fellow recruits to determine what was missed during an absence and get notes, guidance, etc. to cover the missed work. Missed mandated material and/or learning activities need to be taught by a qualified instructor when made up and be the same or similar to that given to the other recruits. The Academy must ensure they are offering all required training and that it is being received appropriately as well.

Review of Course and Certification Records

The Academy is compliant with the entry of the required documents into EDI (Electronic Data Interchange): course administrator information, course instructors, course outline, hourly distribution schedule, and safety policy.

PAM 1053 also requires submission all training locations into EDI. The CRT found that not all of the auxiliary firearms sites (specifically Arroyo Grande PD) were listed in EDI as required.

The review of the Expanded Course Outline (ECO) by the CRT found that it complied with PAM Regulation 1053 (a) (4). The ECO was based on the current TTS, developed to the third level of detail (and beyond), and included any academy-specific topics and performance objectives.

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FACILITIES AND EQUIPMENT

As mentioned above, the Allan Hancock Law Enforcement Academy operates at the public safety training complex at One Hancock Drive, Building 5, in Lompoc California. Most of their training takes place on site at this location. There are some auxiliary sites, primarily for firearms training.

There is adequate technology (projector, laptop, and audio equipment) to support RBC training.

The RTO office is nearby the classroom, down the hallway. Confidential counselling can take place in the RTO office or Coordinator's office to ensure confidentiality.

The Academy office space is clean and organized. Offices include access to computers, printers, phones, and other standard office equipment. The offices/administrative area contain adequate space for file cabinets, FAX, and photocopy equipment.

There is a shredder in the administrative area as well. It is used to destroy sensitive material including scenario test documents (required by Test Security Agreement). The shredder has sufficient capacity to handle large quantities of documents.

There are sufficient restrooms and lockers/locker room for recruits and staff. There is ample space for routine duties, formations, lifetime fitness, etc. at the Academy.

The exterior of the Academy facility was clean with a professional appearance.

SAFETY

The Academy maintains a Safety Policy/General Safety Guidelines. The document is thorough and covers pertinent procedures for the various training components in the basic academy. Recruits interviewed individually, and the class as whole, seemed aware of its components as well as specific safety items for skills training (i.e. firearms, lifetime fitness, etc.)

As stated above, the majority of the Academy is located at the Lompoc site. There was ample signage at training locations regarding proper safety procedures. Signage and procedures for off site locations (firearms) was deemed to be in compliance by the skills evaluator.

The CRT checked each on site location and found them to have appropriate fire extinguishers, first aid kits and other necessary items to conduct safe training.

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PROGRAM ASSESSMENT INTERVIEWS

The CRT interviewed:

- *Academy Director*
- *Academy Coordinator*
- *Recruit Training Officers*
- *Instructors*
- *Recruits*

Director:

The Academy Director Deb Annibali. Annibali has been at the college since 2008. She served in several capacities at the college/Academy to include the Academy Coordinator, both part-time and later full-time. She was appointed as the Director in July of 2014.

Annibali has worked in law enforcement and the public sector for 32 years. She was in law enforcement in Colorado with three agencies for much of that time. Additionally, she has worked in higher education in Pennsylvania at Millersville University, in varying capacities.

In substance, the Director said that she is responsible for overall management and oversight of Academy operations and staff. She manages staff, the program and liaises with college vice president who is very interested in the program and comes out frequently.

Annibali is assisted in here duties by several staffers, most notably the Academy Coordinator (Ken George) and the Assistant Academy Coordinator (Ross Ruth). Additionally, there are academy administrative and support staff (discussed above) with whom she work closely in Academy management.

Annibali maintains involvement in not only the Academy's day-to-day activities but is active in the Advisory Committee, the area Chiefs & Sheriff's meetings and CAPTO (California Association of Police Training Officers).

Annibali said she receives notifications of updates to the TTS both bi-annually and when/if they occur at other times. She forwards any necessary updates to instructors and the Coordinator who ensures required information makes it to the classroom.

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Annibali said she recruits instructors, developing an “employment interest form” for interested candidates. The forms are reviewed by Academy staff, discussed in meetings prior to interviewing and selecting instructors.

The Director and staff have ensured that instructors meet and continue to comply with AICP (Academy Instructor Certification Program) requirements. The CRT found no significant issues with instructor resumes/qualifications.

Annibali said that the Academy is well supported by regional agencies. The current full-time RTO is on loan from the Santa Barbara County Sheriff’s Department. Other part-time RTO’s are often from local agencies as well. Ideally, the Director would like to staff two permanent, full-time RTO’s/

Coordinator:

The Academy Coordinator is Ken George. George has been at the training center since 2011, becoming the interim coordinator in 2014 and ultimately the permanent Coordinator in January 2015. He has been teaching at the college since 1989.

George has approximately 28 years in law enforcement that include employment with Fullerton Police Department and the Santa Maria Police Department. He retired as a lieutenant with Santa Maria PD.

As Coordinator, George is a full-time faculty member at the college. Approximately 60% of his time is spent on Coordinator duties; the balance is in a teaching role.

George described his duties as numerous and varied – keeping “everything running”. He is responsible for generating and updating the Academy schedule. George handles data entry into EDI to include instructor information, AICP compliance/resume updates, and other required items. He also ensures Academy supplies for training are maintained.

George acknowledged that he does receive updates from the Director (for TTS, etc.) and ensures they are incorporated into course materials, outlines and lesson plans. George reviews lesson plans and audio/visual material before it is presented in class. He periodically audits classes and speaks with instructors to help ensure they stay on track with lesson plans and required materials.

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George verifies and submits the course roster to POST in conjunction with the Academy clerk. The academy maintains a computer bases spreadsheet to assist tracking attendance and Academy hours.

Recruit Training Officers (RTO's)

The CRT interviewed RTO's John Langehennig and Mike Hollis. Langehennig is a deputy with the Santa Barbara Sheriff's Office who has over 26 years of law enforcement experience. He has been at the Academy for three years and is the full-time RTO, on loan from the Sheriff's Office. Hollis retired from Grover Beach Police Department, having served there and with Pismo Beach Police Department. He has over 20 years of law enforcement experience, and has been in a part-time RTO role for approximately 11 years.

The RTO's described their position and roles similarly. In substance, they described among their primary roles, tracking attendance, counseling and mentoring recruits, maintaining and daily log of recruit activity and assigning memos and other day-to-day work to recruits.

The RTO's maintain the recruit files in their office. The files are in a locked file cabinet and the office itself is secured if they are not present. The CRT reviewed the files. Though they were adequately secured, some were missing items and/or had inappropriate items in them. As discussed in findings, some of the recruit files reviewed contained medical items that should have been filed separately to ensure privacy and others were missing required DOJ Firearms clearance letters.

Each of the RTO's had attended the appropriate training required. Langehennig went to the RTO Course in April 2014 and Hollis was trained via the POST RTO video.

Each RTO was aware of and cited appropriate test security procedures. Likewise, each was aware of and listed the appropriate procedures for remedial training and re-testing in the event of a test failure.

Though the RTO's conduct daily counselling and issue verbal and non-verbal corrections and commendations to the recruits, they do not have any formal input in a

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recruit's evaluation in program. The CRT felt that, considering the level of daily interaction with the recruits and the level of experience of the RTO's, their input should be a formal part of the recruits' evaluation process.

Instructor Interview:

The CRT interviewed instructors Brian Olmstead and Jean Dague. Olmstead is qualified to teach, and has taught, several areas in the RBC to include EVOC, firearms and investigations. He has approximately 27 years of experience in law enforcement, working with the Santa Barbara Sheriff's Office. Dague has been with the San Luis Obispo County Sheriff's Office as a dispatcher for approximately 37 years. She teaches communications and dispatch related course in the RBC. Each instructor is certified to teach via the AICP and has commensurate qualifications per regulation 1070 (if applicable).

The instructors were aware of and have updated resumes on file with the Academy. Each indicated they receive information regarding updates to the TTS that affect their block(s) of instruction from the Coordinator. They update their material accordingly.

Dague and Olmstead both said they have lesson plans on file. Those lesson plans and any audio/visual material are required to be submitted the Coordinator for review prior to use.

Each instructor discussed the principles of adult learning with the CRT in the interviewed. They seemed aware of and conversant in those principles and apply them to instruction.

The instructor staff interviewed, as well as others encountered, appeared to be capable and thorough in their understanding of the RBC instruction.

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Recruit Interviews

The CRT interviewed recruits individually and as a class, outside of Academy staff presence. Individual recruits were randomly selected by the CRT members.

Essentially, the recruits spoke positively about the Academy program. The recruits receive the majority of their instructional materials electronically, but can print them out if they wish. They found the workbooks useful overall. Recruits affirmed that they receive TTS via a 'thumb drive'. Other course materials come from the Academy in a timely manner.

When discussing Academy academic expectation, the recruits said that the staff has high expectations of their performance. They were aware of required 'pass point' percentages and allowable failure rates for exams. They said the staff works with them to ensure they perform well, bringing back an instructor to remediate when needed and providing other assistance.

The recruits were aware there was a list of mandated material in their manuals, but the items are not listed elsewhere and they had difficulty naming any of the items. The CRT felt that recruits were unaware, if they missed any class time, whether it was mandated training or not.

They felt the RTO's were fair and consistent. The recruits said there was no favoritism and that the RTO's were impartial in their dealings with the class.

The recruits said they are always proctored during exams and are admonished that cheating is not tolerated. Each signs a testing contract and the information is also in the policy manual.

Those interviewed indicated that the instruction was consistent and prepared them for testing. Each area of instruction and testing discussed indicated the Academy prepared the recruits adequately and followed established protocols.

The recruits were aware of the safety policies at the Academy and said they could refer to the rules and regulations manual for them if needed. They said they get frequent safety briefings prior to hands-on type training, citing firearms, arrest & control and other examples.

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When discussing the strengths of the Academy, the recruits felt they were prepared for the law enforcement career and field training. They cited the quality of instructors/instruction as a positive in their preparation. They also felt they were provided ample opportunity to apply what they learned as well.

Some of the recruits indicated they would like to see more time devoted to certain learning domains. The Academy meets or exceeds all minimum requirements however.

In general, the recruits cited a positive experience in the Academy.

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Summary of findings:

Regulatory Compliance Issues: (*Note, the last three bullet point items were corrected while the review team was on site as indicated in 30 day action plan documents)

- PAM D-1-3(d)(2)(D) states: Academies shall provide instruction on all learning objectives specified for the RBC in the TTS. Where a learning activity is required by the TTS, Academies shall require each recruit to participate in that activity. AHC Academy does not track attendance and missed hours in a way that ensures all of the components of the TTS are being attended and/or made up appropriately in their RBC. Recruits' total time missed is tracked and the lifetime fitness sessions are tracked, however, if a recruit misses a portion of a day/class it is difficult to tell with any certainty what they missed. Moreover, remedial 'make-up' work does not appear to be the same as the original instruction. Recruits are instructed to coordinate with fellow recruits to determine what was missed during an absence and get notes, guidance, etc. to cover the missed work. Missed mandated material and/or learning activities need to be taught by a qualified instructor when made up and be the same or similar to that given to the other recruits. The Academy must ensure they are offering all required training and that it is being received appropriately as well.
- PAM 1053 requires submission of all course materials to EDI (Electronic Data Interchange), to include all training locations. The CRT found that not all of the auxiliary firearms sites (specifically Arroyo Grande PD) were listed in EDI as required
- PC 13511.5 requires all non-affiliated/independent recruits provide a DOJ firearms clearance letter prior to handling or training with firearms. The CRT found that two of the three current independent recruits' files randomly reviewed had no letter in the file as required.
- POST Safety Guidelines & HIPAA require that recruits have a medical clearance letter on file prior to training and this information be protected per privacy requirements (independents should be filed at the Academy-filed separately). The CRT found that the three active independent recruits and at least one former recruit (from the current class) did not have them in the separate files. The documents were found, located in the RTO office files. These items should be

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kept separately to preclude being reviewed by a background investigator, for example.

Recommendations:

- Currently recruits' formal evaluations reflect peer input exclusively. The CRT felt that staff members, seasoned peace officers and/or retired peace officers', input should be reflected in formal evaluations as well (either the Recruit Training Officer's, the Coordinators', etc.). This would reflect a more complete picture of the recruits' performance. This is particularly important for independent recruits who might be evaluated in a background by such performance reviews.
- The CRT recommends the Academy better clarify safety ratios, particularly in lifetime fitness area, for training. The lifetime fitness discusses that "instructors" are required in the safety ratios and later talks about "staff" as part of the same ratios. Each of these terms has specific meaning and requirements and effect what meets the Academy's own guidelines.
- The CRT recommends the Academy have two (2) full-time Recruit Training Officers (RTO's) instead of one. The strategic plan outlines a plan to hire an RTO (employed by the college), but the CRT recommends that a second full-time RTO (situated like the current RTO from the Santa Barbara Sheriff's Office or a second college staffer) be employed. The demands of the RBC and overseeing 30-40 recruits would be more reasonably accomplished by two full time RTO's.
- Similarly, the CRT recommends there be two full-time administrative support staffers (currently there is only one person, Lisa Hernandez). This recommendation is in addition to the Public Safety Secretarial position discussed in the strategic plan. The Academy needs someone to better distribute the workload not only on the current administrative support personnel, but also on the Coordinators (Electronic Data Interchange/Data input, oversight etc.).

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Exemplary Aspects

- Realism throughout the Academy. Radio use, memos in the form of police reports and/or citations, etc. All of these items further the recruits' preparation beyond graduation.
- The follow-up evaluations using the Survey Monkey are an excellent way to receive an 'unvarnished' opinion and input on the recruit's experience and Academy training.
- Having a "ride-along" with a seasoned evaluator for new scenario evaluators at their first testing is an excellent way to ensure consistency in scenario scoring and evaluation.
- The scenario evaluator kits and overall organization of the scenario materials helps ensure smooth flow and processing of scenario testing – a potentially complicated testing environment.
- The organization and support provided by Ken Reed allows many elements of the academy to flow smoothly and be prepared for each class and training environment.
- Excellent test security during scenarios was maintained. Further, the skills evaluator noted the top-notch equipment, cars, props, etc.
- The skills evaluator for EVOC cited the knowledgeable instructors and dedicated EVOC track.
- Similarly, the skills evaluator for Arrest & Control noted the quality of instructors, state of the art training area and enthusiasm of the recruits.

The CRT expresses appreciation to the staff of the Allan Hancock Academy who worked to accommodate this review process. POST appreciates the professional manner with which all conduct themselves, and the efforts they make in providing training.

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We trust that the items contained in this document will be accepted in the spirit of collaboration and improvement of the delivery of the program. This report is intended to assist the Academy enhance its efforts in meeting the requirements of course presentation.

The CRT notes that compliance issues have been or are being addressed by the Academy as documented in their action plan. POST is prepared to assist the Academy with their action plan and will provide follow up as needed.

The CRT recommends continued certification of the Allan Hancock College Law Enforcement Basic Academy.

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ATTACHMENT A - COPIES OF SKILLS EVALUATORS' REPORTS

(Note: reports are included to provide a more complete picture of site visits in addition to the CRT review. The CRT had the benefit of review of these documents in addition to its own site visit, interviews, investigation and reviews. Findings may or may not coincide with skills evaluator based on this more comprehensive view. BCCR findings ultimately are the purview of the CRT and BCCR manager.)

Arrest & Control – Evaluator, Tory Kornblum

Section 1700 - Arrest & Control Training

1701 - Facility has safety policy for arrest and control training.

Verified **Not Verified**

Explain:

1702 – Facility is conducive to a safe training environment.

Verified **Not Verified**

Explain: Facility is secured

1703 - Academy provides instruction in all learning objectives required by TTS. (Required Arrest Methods Tests)

Verified **Not Verified** TTS Version Date: 2/1/14

Explain:

1704 – Academy administers and scores all tests required by TTS. (Attach a copy of the test form)

Verified **Not Verified** - (please have policy available for review)

Explain: Academy uses POST forms for testing, and administers all tests.

1706 – Recruits receive instruction and are provided with arrest and control safety procedures before the application phase of training begins.

Verified **Not Verified**

Explain: Forms are in the recruit manual, each policy must be signed as well as a final page which acknowledges the recruit has received all policies. Signs are also posted in all areas used for arrest/control training.

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- 1707 - Protective gear for arrest and control training consists of appropriate safety gear.
 Verified Not Verified

Explain:Mouthpiece, helmets and padding are used for sparring. Strike pads are available. The academy has three FIST suits for instructors.

- 1708 – Equipment used in arrest and control training shall be cleaned regularly to prevent communicable diseases (e.g. MRSA, staph infections, ringworms, etc.).
 Verified Not Verified

Explain:Equipment is cleaned by the personnel using it before and after each use.

- 1709 – Risk of recruit injury increases dramatically when training occurs in inappropriately locations (how does presenter reduce recruit injuries/describe appropriate location).
 Verified Not Verified

Explain:All training is done at the training facility. The designated mat room is used for the majority of training, which is specifically designed for A/C. The room has a spring loaded floor (similar to a gymnastics room) and tatami mats on top.

During the "Will to survive" exercise, recruits take off their shoes before entering the mat room and complete the exercises in socks.

- 1710 – Mats are cleaned and free from debris; Academy has a disinfection procedure (explain).
 Verified Not Verified

Explain:Mats are cleaned by recruits before and after each use. Per written policy, they minimally must clean them before each use, but recruits are also instructed to do so after each use.

- 1711 – Facility has an emergency medical response plan (how does the presenter respond to recruit or instructor injuries).
 Verified Not Verified

Explain:In safety policies

- 1712 – First aid equipment/materials are provided at all training sites.
 Verified Not Verified

Explain:Portable first aid kit/AED is in the TAC office. Additional AED is in the hallway. Another first aid kit is in the break room.

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Additionally, the Fire College is located in the same building, with trained personnel.

Describe arrest and control training facilities:

The designated mat room is used for the majority of training, which is specifically designed for A/C. The room has a spring loaded floor (similar to a gymnastics room) and tatami mats on top.

The room is climate controlled and also has an external door for ventilation. The room is adequately sized for an academy class of 40, although there is limited space on the side of the room to move around the mats when the recruits' duty equipment is stored there.

The facility also has an outside concrete pad used for impact weapon training. There is adequate space for all recruits to practice in this space.

Recruits have camelbacks (hydration packs) available during physical skills.

Describe the training environment and equipment:

The academy strike pads, three FIST suits, boxing gloves, helmets and padding, training batons, and strike dummies, and a "numb john" striking dummy.

The academy could use a few punching bags. The dummy has broken parts and should be replaced.

Describe safety procedures and signage (conspicuously posted):

The facility has large black and white signage conspicuously posted in both the mat room and the weight training room with the safety rules listed.

The recruits are given safety briefings before each class.

Facility is properly secured and reasonably free from outside distractions.

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The facility is gated and secure. There is open access from the front of the building, however, there is clerical staff to contact visitors.

Required Evaluation Tests

Explain how the Academy is giving the following required evaluation tests:
The academy administers all 8 tests (on schedule) using the POST approved forms.

Explain how the Academy is performing the required recruit learning activities:
Learning activity XI. C is administered during Day 7 (Will to survive).
Learning activity XI. B is administrated Days 10/11.
Learning activity XI. A is administered on Day 1.

ARREST & CONTROL MANAGEMENT FINDINGS

Compliance Issues:

None noted.

Recommendations:

Instructors don't use a lesson plan, but they use the daily schedule and the expanded course outline. The course coordinator is in the process of having the lead instructor create a lesson plan.

The academy should consider replacing the worn "Numb John" strike dummy.

Consider having recruits wear mat shoes on the mats instead of socks.

Exemplary Aspects:

The recruits were actively participating in class. They seemed enthusiastic and very interested.

The instructors were engaged in the class as well. The instructors are enthusiastic, and experienced. The academy retains a subject matter expert/instructor in grappling/BJJ, who brings a higher level of knowledge to the program.

The mat room is state of the art.

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Scenario Training and Testing – Evaluator, James Enright

Section 800 - Scenario Training and Testing

801 - Academy conducts and evaluates all 14 required scenario tests:

Observed Not Observed

I was able to visit Allan Hancock College Law Enforcement Academy on Monday, May 2, 2016, for Scenario Testing. The tested scenarios were Ambush, Use of Force-Control Hold, Domestic Violence, Crimes in Progress-Critical Incident and Use of Force-Baton. This was the final day of Scenario Testing. The other nine Scenarios were tested earlier during the academy on March 14 and April 11.

802 - Academy conducts 18 hours (cumulative) of scenario demonstrations prior to conducting scenario tests.

Observed Not Observed

The schedule for the Allan Hancock College Law Enforcement Academy Class 110 shows Scenario Demonstrations scheduled prior to each of the Scenario Test days. The total hours for Scenario Demonstration is 25, spread over three days.

803 - Recruits are required to demonstrate proficiency in competencies required by each scenario test and/or exercise test.

Observed Not Observed

I watched recruits being tested in all of the scenario test locations. During the tests, evaluators were observing recruits' performance and making notations on the POST supplied evaluation forms. I witnessed each role player acting consistent with the Scenario script, providing opportunities for the recruits to demonstrate proficiency in the tested competencies.

804 - Academy uses POST-supplied scenario test materials.

Observed Not Observed

The Scenario Manager, Ken George used the POST supplied scripts, evaluation forms and grade forms. All forms are downloaded from the POST site. Ken George retains possession of the forms until the day of the test. The scripts and evaluation forms are made available to the evaluators during the briefing. Ken George and the Director, Deb Annibali both have attended the Scenario Manager's Course.

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805 - Scenario testing complies with all testing processes and security requirements
(Sections 600&700).

Observed Not Observed

The Allan Hancock College Law Enforcement Academy was in compliance with all testing process and security requirements. The briefing was attended by both role players and evaluators. Role players are drama recruits from the main campus. All role players were training by Ken George regarding rules and expectations in their role during scenarios. Ken George has a matrix in his office of the role players, indicating completion of training, POST security agreement signed and waiver for the academy. The evaluators were provided with the evaluation forms and the script for their respective scenario. The evaluators briefed their respective role player(s) regarding their role in the scenario.

Recommendation – Does the presenter provide recruits with the Scenario Preparation Manual?

Observed Not Observed

Each recruit is provided an electronic copy of the Scenario Perpetration Manual at the start of the academy. Each recruit is able to access the manual using their own computer or a laptop provided by the college.

SCENARIO TRAINING AND TESTING MANAGEMENT FINDINGS

Compliance Issues:

No compliance issues observed.

Recommendations:

Exemplary Aspects:

Well organized testing day. All evaluators were easily identified by color of shirt. All safety officers were armed in in uniform. Systems were in place for security of recruits and staff. POST supplied documents were handled as controlled documents.

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Instructors Present:

Ken George, Scenario Manager/Coordinator
 Alicia Martinez, Assistant Coordinator
 John Langehennig, RTO/Safety Officer
 Charles Aderson, RTO/Safety Officer
 Neumann, Safety Officer

Evaluators

K. Huddle,
 N. Norling,
 F. Vasquez,
 J. McBeth,
 B. Olmstead,
 S. Linver,
 J. Klapkis,
 C. Gotshall,
 L. Vega

Section 900 - Scenario Testing Facility and Safety

901 - Academy scenario training/testing complies with *POST Guidelines for Recruit Safety in Certified Courses* (Safety Guidelines): Chapter 16, Scenario Training and Simulations.

Observed Not Observed

The Allan Hancock College Law Enforcement Academy facility is located in a part of the Lompoc campus that provides security and safety for the recruits. The facility is completely fenced and access is controlled by office staff working in the main lobby of the building. The scenarios were conducted using both the main building, as well as the structures located outside (scenario village, range building, fire road). All locations selected were free of hazards and were in outstanding condition. The testing sites were selected to provide distance and concealment from other programs, as well as recruits traveling between testing sites. The Use of Force-Baton was conducted inside the main building, in the weigh room. Before the scenarios started, protective padding was placed up against any potential hazard and a large mat was placed on the ground to protect both the role player and the recruit if the problem resulted in the suspect being taken to the ground.

902 - Safety policy requires staff/evaluators to adhere to the approved scenario test.

Observed Not Observed

The safety policy is within the "Allan Hancock College Law Enforcement Academy Basic Recruit Manual Class 110." The Safety Rules and Guidelines begin on page 120 through 122. The safety policy outlines the role and responsibilities of all staff members and recruits involved in the

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testing. The policy is comprehensive, covering facility guidelines, equipment guidelines, staff to recruit ratios, instructor's qualifications and emergency procedures. Within the policy it is the Scenario Instructor's responsibility to monitor all staff and recruits to insure compliance with all safety rules and guidelines.

- 903 - Scenario training/testing locations are selected to reduce potential hazards to the public.
 Observed Not Observed

The testing sites are within the academy's facility. The public does not have access and the testing is not able to be viewed from outside the facility. Notifications to campus police, Lompoc Police Department and the Santa Barbara County Sheriff's Department are made by the on-duty RTO prior to the start of testing.

- 904 - Instructor/Recruit Ratios: Scenario Training/Testing
 Observed Not Observed

The instructor-to-recruit ratio during testing is one to one. A safety officer was assigned to the Use of Force-Baton scenario. Site Safety Officers were the only personnel armed and remained near the entrance to the RTO office, located adjacent to the gate leading to the parking lot.

- 905 - Safety briefing is given prior to scenario training/testing for staff, recruits, and role players.
 Observed Not Observed

The briefing to evaluators and role players include a safety brief. The mandatory reporting of any injuries to staff, as well as the location of the first aide kit and AED. The safety brief included verbal cues to indicate an unsafe condition or a potential hazard within the testing process. "Pain" was the safe word for the day.

- 906 - Equipment inspection is conducted prior to scenario training/testing.
 Observed Not Observed

The equipment and props used for scenario testing are kept within the equipment room next to the RTO office. In preparing for testing, Ken George provided staff with a list of props or equipment needed. Once the items are deemed safe and in good working order, the items are placed into a soft briefcase. The briefcase is returned to the cabinet and is then issued to the respective evaluator during the safety briefing. All props used in the scenario were safe and in good working condition. A plastic training baton was used for the Use of Force-Baton and a start pistol loaded with blanks was used for the Ambush.

- 907 - Firearms used in scenario training are altered or modified to be incapable of firing live ammunition.
 Observed Not Observed

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The firearms used by the recruits were red tipped Air Soft semi-automatic handguns. The weapons were issued to each recruit, minus any projectiles. The weapons were safe and not able to fire a live round. The handgun used in the Ambush scenario was a starter pistol, loaded with blanks. This weapon was also not able to fire a live round.

908 - Safety equipment is in good condition and in working order.

Observed Not Observed

All props and safety equipment used during scenario testing appears to be in good working order. All props are cleanly identified and are safe to use within testing environment. Radios used by recruits in order to receive calls for service were in good condition. A separate communication system was used by staff members in order to communicate directly to the scenario manager in case of an administrative issue or emergency.

909 - Recruits receive instruction and are provided with vehicle safety procedures.

Observed Not Observed

The on duty RTO provides a safety briefing with the recruits that covers vehicle operations. The safety briefing covers the "Use of AHC Vehicles" listed in the Academy Policies and Procedures, section 16.00.

910 - Safe waiting area is designated for recruits not involved in training.

Observed Not Observed

The recruits are staged in the classroom and are dispatched to the RTO office via radio. When the recruit arrives at the RTO office, the RTO provides the details of the call for service. The recruit then turns off their radio and reports to the scenario site. At the scenario site, the evaluator operates as dispatch for any communications requested by the recruit.

911 - Facility has safety policy for scenario training/testing.

Observed Not Observed

The Scenario Testing Safety Rules and Guidelines are provided at the start of the academy to all recruits. The guidelines are included in "Allan Hancock College Law Enforcement Academy Basic Recruit Manual Class 110." The Safety Rules and Guidelines begin on page 120 through 122. All recruits are required to read and then sign, agreeing to abide by the safety rules and guidelines during all Academy Scenario Testing.

912 - Facility is conducive to a safe training environment.

Observed Not Observed

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The facility is conducive to safe training for all participants. The facility is self-contained and is isolated from the public. The facility has adequate restroom facilities and safe staging areas. All testing sites are in good working condition, free of any hazards.

913 - Site inspection is performed prior to scenario training/testing.

Observed Not Observed

Prior to the start of scenario testing, staff members prepare each site. The preparation includes safe check of the equipment to be used and the location. Any issues are reported to the scenario manager. I was able to visit all testing sites and confirmed the areas were clear of any potential hazards and were safe for all participants.

914 - First aid equipment is available at training site (examine kit(s), is it full?).

Observed Not Observed

The first aid kit and the AED were staged in the gold cart near the RTO office. Both were in good condition, the AED was charged and the first aid kit was fully stocked. The golf cart was in good working order and was able to respond if needed in case of an emergency.

915 - Fire extinguisher is available at training site (examine, are they full?).

Observed Not Observed

Fire extinguishers were located throughout the facility. All fire extinguishers appeared to be fully charged and their location was clearly marked.

916 - Access control and security of training/testing site(s) is maintained.

Observed Not Observed

All the testing sites are within the academy's foot print. The only access is to staff and recruits. Gates were closed to vehicular traffic and the only other access to the training locations would be through main building. The doors leading to the lobby were unlocked and pedestrian traffic was monitored by on -duty staff members. Access to the classrooms and training locations was controlled by locked doors. Only authorized personnel were allowed into the training facility.

Describe scenario training/testing facilities:

All scenario testing occurred on the campus of the Allan Hancock College Law Enforcement Academy. The test sites were spread out utilizing several out buildings on the campus, as well as an interior room within the academy's main building (weight room for Use of Force Baton). Access inside the location was controlled with only authorized personnel allowed. The "Scenario Village" consisted of streets and building to simulate realistic locations. The buildings were full size with multiple doors and windows. The entire of the building had entire walls, furniture as well as functioning lights and

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electrical outlets. Two additional testing locations were outside near the range and the gas house. Both locations were separate from each other and could not be seen from other testing sites. All of the locations required to the recruits to operate police vehicles to respond for the calls for service, excluding the testing location in the weight room. While staging for testing, the recruits were inside their classroom and monitored by staff. Both male and female restroom facilities were available for the recruits. Traffic to and from the restroom facilities was monitored by staff members

Describe access control (signage, fences, gates, etc.) and security measures:

Access to the Allan Hancock College Law Enforcement Academy is gained through the front doors of the main building. Once in the lobby, office staff is available to assist. Doors to the classrooms are locked and are accessed by staff members. To the north of the main building is a gate that allows vehicle access. Once the testing started the gate was closed and locked. RTO staff was armed and provided site security. Safety officers for the scenario test were not armed. On interior doors leading to the outside area of the facility, signs were attached to the doors advising scenario testing was in progress.

Miscellaneous / Other (describe):

The following "recommended" items are implemented:

Required Evaluation Tests

Check the items below to verify that the required evaluation tests are given at this academy:
LDs (1, 4, 20, 21, 22, 23, 25, 30, 37)

All fourteen scenarios are tested on three separate days during the academy. All testing occurs with the campus of the college.

Recommendations – Does the presenter have a designated safety officer present during scenario testing?

Are recruits left alone while waiting to be dispatched to scenarios? Is a proctor/monitor present to ensure test security (no talking)?

Explain testing/dispatching process: **Safety officers were present throughout the testing day. Site security officers were armed and remained near the classroom and RTO office. Safety officers for the use of force problems were not armed and remained in the testing environment.**

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Recruits were staged in their classroom while awaiting to be dispatched to a call for service. The recruits were monitored by a staff member. Recruits were allowed to complete academy work or study; however, talking was prohibited.

Each recruit was issued a hand held radio. The recruit was responsible for listening for their call sign to be dispatched to the RTO office. Once at the RTO office, the RTO would verbally provide the recruit the call for service, dispatching the recruit to the evaluator. The RTO would advise the recruit to turn off the radio and simulate dispatching using the evaluator as dispatch. Once the recruit completed the scenario, the recruit would notify dispatch they have cleared their assignment. This would indicate to the evaluator the recruit had completed the test. The recruit would then return to the classroom to await the next test. The evaluator would then complete the evaluation form if needed. Once the evaluation form was completed, the evaluator (using a different communication system) would advise dispatch the location is available for the next recruit. The evaluator would retain all evaluation forms until the scenario manager came around to collect them. Once the scenario manager collects the evaluations, the forms are graded the scores are recorded. The scenario manager maintains possession of all evaluation forms during the entire testing day. If the recruit successfully passed the scenario tests, all evaluation forms are shredded the same day. Recruits who did not successfully complete the scenario, will be remediated at a later date and retested after receiving the additional training. The evaluation forms for failures are retained and if the recruit successfully passes the retest, both the original evaluation form and the retest evaluation form are shredded. If the recruit does not successfully pass the retest, the recruit is dismissed from the academy and all evaluation forms are retained in a secure location.

SCENARIO TRAINING FACILITY MANAGEMENT FINDINGS

Compliance Issues:

No compliance issues were observed. All staff members appear to be working together well and the testing seemed very organized.

Recommendations:

Have additional staff members attend the Scenario Manager's Course.

Exemplary Aspects:

-The Allan Hancock Law Enforcement Academy is a self contained facility with room to expand. With the availability of all the out buildings and streets within the facility there is

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ample room to run scenario testing using multiple locations. The testing locations utilized provided realistic testing environment for the recruits.

-The equipment made available to the recruits is outstanding, from the weapons to the vehicles. The recruits had the necessary tools made available for reality based testing/training.

-Test security was very secure, with limited access to testing materials located behind two separately keyed doors.

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Lifetime Fitness – Evaluator, Tory Kornblum

Section 2100 - Lifetime Fitness Training

2101 - Academy provides instruction in all learning objectives required by the TTS.

Verified **Not Verified** **Date of TTS August 2013**

Explain:Class started in January

2101 - Academy provides instruction in all learning activities required by the TTS.

Verified **Not Verified**

Explain:See ECO, and lesson plan/schedule, verified by instructors

2102 - Academy requires each recruit to complete Physical Conditioning Program Requirements.

Verified **Not Verified**

Explain:Recruits' attendance is tracked via excel spread sheets

2103 – Academy has procedure for medical pre-screening all recruits.

Verified **Not Verified** - (*attach copy for reviewers*)

Explain:Part of the application process, medical files are kept separately.

2104 – Prior to every exercise session or assessment recruits shall be asked to identify any injuries or medical restrictions that may affect their ability to safely participate.

Verified **Not Verified**

Explain:Recruits are notified of policy prior to workouts, and staff also monitors recruits for visible medical issues.

2105 - Appropriate, supervised, alternate physical activities are available for injured recruits.

Verified **Not Verified**

Explain:Staff modifies workout to accommodate injury.

2106 - Medical release is required before injured recruit can resume full training.

Verified **Not Verified**

Explain:Recruits must submit academy specific form, or a equivilant doctor's note.

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2107 - Injury reports are reviewed periodically to identify any trends or patterns.

Verified **Not Verified**

Explain:The coordinator monitors all injury reports

Section 2200 - Lifetime Fitness Training: Facilities and Equipment

2201 - Facility has safety policy for physical training and testing.

Verified **Not Verified** (will be available for reviewers)

Explain:See safety policy.

2202 - Facility has an emergency medical response plan (how does the presenter handle recruit or instructor injuries).

Verified **Not Verified**

Explain:In safety policy

2203 – First aid equipment/materials are available at all training sites.

Verified **Not Verified**

Explain:See Arrest and Control Eval. There is an AED in the building, and a portable AED and first aid equipment that is in the chase vehicle during outside PT, and in the building when PT is held there. Additionally, the academy shares the building with the fire academy, who have trained medical personnel.

2204 – Facility is conducive to a safe training environment.

Verified **Not Verified**

Explain:Weight room, Mat room, outside concrete pad, weights, pull up bars, track, field, road are all safe and have minimal hazards.

2205 – Proper safety considerations given to offsite physical training activities.

Verified **Not Verified**

Explain:It is evident the instructors and staff put forethought into the daily PT activities, and consider factors such as weather, recruit fitness and other concerns.

2206 - Emergency operational plan is available to staff and recruits.

Verified **Not Verified**

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Explain: See Safety Policy. Recruits are required to read and sign all policies.

2207 – Physical training instructors shall be familiar with symptoms of heat illness, exhaustion, respiratory, and cardiac emergencies. Training in advanced level first aid and CPR is encouraged.

Verified **Not Verified**

Explain: The two PT instructors are both former law enforcement officers and have received relevant training. The recruits carry camelpacks of water during PT and are encouraged to stay hydrated.

Describe physical training facility/facilities:

The physical training facilities consist of: mat room, weight room with strength and conditioning equipment, a large concrete pad and pull up bars, paved roads with controlled access and minimal traffic, a large field and track, a permanent WSTB course, chain link fence and walls, and dip bars. All inside areas are climate controlled.

Describe controlled access and security measures:

The facility is gated and secure. There is open access from the front of the building, however, there is clerical staff to contact visitors.

Miscellaneous / Other (describe):

Section 2300 - Lifetime Fitness Training: Assessment Testing

2301 - An appropriate warm-up is done immediately before each assessment testing session.

Verified **Not Verified**

Explain: Witnessed. Recruits take turns leading the warm up.

2302 - An appropriate cool-down is done immediately after each assessment testing session.

Verified **Not Verified**

Explain: Witnessed

2303 - Assessment test norms are provided to recruits.

Verified **Not Verified**

Explain: Verified by instructor.

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2304 - Physical ability test progress charts are completed for/by each recruit.

Verified **Not Verified**

Explain:Maintained by the coordinator for each class/recruit

2305 - Push-ups.

Verified **Not Verified**

2306 - 1.5 mile run.

Verified **Not Verified**

2307 - Bent-knee sit-ups.

Verified **Not Verified**

2308 - Body composition measurement.

Verified **Not Verified**

Comments for 2305-2308:

Verified by records and instructors

Section 2400 - Lifetime Fitness Training: Physical Conditioning

2401 - Physical conditioning schedule includes 36 sessions within a 10-to-14-week period.

Verified **Not Verified**

Explain:Start week 1, end week 17, when final PT assessment and WSTB. Recruits are encouraged to PT after week 17.

2402 - Counted physical conditioning sessions are at least 60 minutes in duration.

Verified **Not Verified**

Explain:witnessed

2403 - Weekly physical conditioning schedules are planned appropriately.

Verified **Not Verified**

2404 - Assessments are conducted in the manner and frequency required.

Verified **Not Verified**

Explain:Verified by schedule and instructors

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2405 – Instructors shall advise recruits of the causes of common exercise-related injuries and strategies for preventing injuries.

Verified **Not Verified**

Explain: Covered in lecture

2406 – An appropriate warm-up is done before every conditioning session.

Verified **Not Verified**

Explain:

2407 - An appropriate cool-down is done immediately following each conditioning session.

Verified **Not Verified**

Explain:

2408 – Instructors consider environmental conditions in planning and leading exercise sessions.

Verified **Not Verified**

Explain: Evaluator witnessed instructors modifying activity due to heat.

Section 2500 - Lifetime Fitness Training: Learning Activities

2501 – Recruits participate in all learning activities required by TTS.

Verified **Not Verified**

Explain: Verified by lesson plan and schedule

Section 2600 - Lifetime Fitness Training: Work Sample Test Battery

2601 - The WSTB is administered in accordance with POST requirements.

Verified **Not Verified**

Explain: Verified by documentation and speaking with instructors

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2602 - Documentation supporting any alternate physical ability test has been submitted to and approved by POST.

Verified Not Verified

Explain:N/A

2603 – All WSTB obstacles, surfaces, and test equipment meet POST specifications.

Verified Not Verified

Explain:Verified in person

2604 - Safety matting is used on equipment and landing surfaces where required.

Verified Not Verified

Explain:

Seen in person

2605 - All staff who administer the test have completed WSTB proctor training.

Verified Not Verified (*please provide verification to reviewers*)

Explain:Instructors attended the 40 hour Physical Fitness instructor class that included WSTB training in the curriculum.

PHYSICAL FITNESS MANAGEMENT FINDINGS

Compliance Issues:

None

Recommendations:

The electric vehicle used as a chase car has body damage and is not reliable. It should be replaced/repared so staff can have a reliable chase car for class runs.

Exemplary Aspects:

The program is well run, and the instructors knowledgeable and competent. The academy has an outstanding facility, including a dedicated track, field, and permanent WSTB obstacle course and walls. The recruits were fit, and participated with enthusiasm. The instructors are fit and led by example.

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Firearms Training – Evaluator, Steve Harding

Section 1100 - Firearms Training

1101 - Academy firearms training/testing complies with Chapter 2 of POST Guidelines for Recruit Safety in Certified Courses:

Observed Not Observed

Explain: The Academy firearms program met all of the guidelines under 2.1 (Facility Guidelines), 2.2 (Equipment Guidelines), 2.4 (Instructional Staff-to-Recruit Ratios) and 2.5 (Presentation Guidelines). I was unable to verify if all of the instructors met sections 2.3.1 and 2.3.2.

1102 - Recruits receive instruction and are provided with firearms safety policies & procedures.

Observed Not Observed

Explain: Each recruit is provided with a booklet outlining all of the firearms safety policies and procedures. Recruits are required to sign and date a form stating they understand the firearms safety policies and procedures.

1103 - Academy provides instruction in all learning objectives required by TTS (Lesson Plan).

Observed Not Observed Date on TTS August 1, 2013

Explain: While I was not able to observe all learning objectives, their lesson plan outlined the necessary learning objectives.

1104 - Academy administers and scores all tests required by TTS (Required Exercise Tests).

Observed Not Observed Attach copies of the presenter's test forms

Explain: Based on the provided lesson plan and test forms, this academy administers and scores all tests required by the TTS.

1104 - Academy administers all recruit learning activities required by TTS.

Observed Not Observed

Explain: While I was not able to observe all learning activities, their lesson plan outlined the necessary learning activities.

1105 - Recruits receive instruction regarding proper handling of ammunition.

Observed Not Observed

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Explain: During my visit, I observed the proper handling of all ammunition. The recruits are provided explanations of what to do in the event of misfires, squib loads and other potential ammunition issues.

The recruits are also briefed on proper hygiene when handling ammunition.

1106 - Recruits receive instruction regarding proper handling of firearm cleaning materials and solvents, and proper decontamination from lead and other hazardous materials involved with firearms training.

Observed Not Observed

Explain: The recruits are briefed on proper hygiene after the cleaning of firearms.

Documents that demonstrate compliance with 1101-1106 will be provided to on-site review team.
Note: How is staff exposure to lead monitored? How are safety briefings conducted whenever re-entering a training site after absence (lunch)? How often is the range mined for lead?

Observed Not Observed

Explain: Staff exposure to lead is not monitored. The facility is an outdoor range, so lead levels are not as big a concern as indoor ranges, but I did recommend to the Academy Director that all firearms instructors have their blood levels monitored yearly.

The recruits are briefed and provided in writing the importance of proper hygiene when exposed to lead particles.

I was unable to determine exactly how often the range was mined for lead. The facility belongs to the Federal Bureau of Prisons and they are responsible for the monitoring the usage of the range. The instructor of the College are required to fill out a sheet of paper logging the amount of ammunition that was shot during each training day. That information is maintained by the Prison. My professional opinion would be they monitor the need for mining based on the volume of usage.

Section 1200 - Firearms Training Facility

1201 - Facility is conducive to a safe training environment.

Observed Not Observed

Explain: The firearms facility is a designed pistol/rifle range located on the Lompoc Federal Prison Facility. The range has an acceptable backstop and clearly identified target lanes. The range has concrete walkways with gravel in between.

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1202 - Facility is properly secured and adequate signage posted to prevent unauthorized persons from exposure to potentially dangerous situations.

Observed Not Observed

Explain: The facility has a sign at the entrance that clearly defines 'live-fire' training is in progress. At the main building on the facility there is a flag pole with a red flag that gets raised when the range is used for live fire training. See attached photo.

1203 - Facility has an emergency medical response plan (how does the presenter handle injuries to recruits or instructors).

Observed Not Observed

Explain: The instructors gave a briefing at the beginning of training outlining the emergency medical response plan. The recruits are also provided in writing the emergency medical plan. The briefing was well thought out and very thorough.

1204 - First aid equipment/materials are provided at all training sites.

Observed Not Observed

Explain: A readily available first aid pack and AED were located near the 50 yard line on the range. I also noticed some of the instructors had blow-out kits on their duty belts.

1205 - Safety rules are conspicuously posted.

Observed Not Observed

Explain: The 4 firearms safety rules were clearly posted outside of the range house. There were also site specific rules clearly posted outside the range house.

1206 - Every recruit shall wear eye and ear protection while engaging in shooting or while in the immediate vicinity of the firing line.

Observed Not Observed

Explain: I observed all recruits and instructors wearing eye and ear protection. This was also covered during their daily safety brief.

Describe how the presenter meets the TTS requirements of shooting during low light/night conditions:
The facility allows for shooting well into the hours of darkness. The Academy Director advised me they begin their testing 30 minutes after sunset, which complies with the TTS.

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Recruits are afforded handheld flashlights or weapon-mounted lights, depending on the agency they are affiliated with.

Describe firearms training/testing facilities:

The training facility is a designed firearms range with a dirt backstop. The primary yard lines have concrete walkways, while the majority of the range is covered in gravel. The facility does have external lighting available, if needed. There is a bathroom with a sink and an eyewash station. Behind the firing line there is a covered structure which affords the recruits and staff to be out of the elements if necessary. There are numerous tables available for instruction and demonstrations, if needed. The exterior of the shooting facility is clearly marked. There were no safety issues observed with the facility.

Describe access control and security measures:

The only entrance to facility has a locked gate. Once the gate is open, there is a clearly visible sign that alerts people live fire training is in progress. Directly outside the main building is a flag pole that has a red flag that get raised once training has commenced.

Miscellaneous / Other (describe):

Facility is primarily designed for firearms training.

Observed Not Observed

Instructors and recruits wear soft body armor during training.

Yes No

Section 1300 - Weapons Loading and Unloading

1301 - Facility has a designated weapon loading/unloading area.

Observed Not Observed

Explain: The shooting range had two clearly marked loading/unloading barrels. Each barrel was set off to the side of the range and are painted bright red.

1302 - Weapons loading/unloading area is capable of containing a projectile in case of an accidental/negligent discharge.

Observed Not Observed

Explain: See above explanation and attached photo

1303 - Safe waiting area is designated for recruits not directly involved in shooting.

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Observed Not Observed

Explain: Recruits not actively involved in shooting were staged directly behind the instructors on the range. The recruits were still in view of the instructors and their weapons were not loaded. Each of those recruits could be easily monitored by the instructors.

Recruits are supervised when loading/unloading firearms.

Observed Not Observed

Section 1400 - Weapons Storage

1401 - If facility has no armory/storage facility, the Academy has a written policy regarding recruits' control and storage of their firearms and ammunition (PC 25400).

Observed Not Observed

Explain: The range facility does not have an armory or storage facility. While all recruits complied with PC 25400, I did not observe a clear and defined written policy regarding the recruits' control and storage of their firearms and ammunition.

1402 - Recruits understand and comply with applicable laws and policies regarding self-storage and transportation of weapons and equipment (PC 25400).

Observed Not Observed

Explain: Each recruit who is sponsored by an agency is required to bring their firearm each day to the range. The sponsored recruits arrived with their firearms locked in the trunks of their vehicle. As the recruits opened their locked cases, each firearm had a gun lock attached to it.

The recruits who are not sponsored use the firearms provided by the college. The college provided firearms are transported to the range each day, in cases, by an instructor.

The following recommendations are implemented:

I would recommend a more detailed written policy regarding the recruits' control, storage and transportation of sponsored recruits firearms and ammunition.

Section 1500 - Weapons Cleaning and Maintenance

1501 - Facility has a designated weapons cleaning area.

Observed Not Observed

Explain: The facility has tables that are used as weapons cleaning areas.

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1502 - Weapon cleaning area is equipped with proper safety equipment.

Observed Not Observed

Explain: The cleaning area is equipped with sinks for washing hands and an eyewash station.

Weapons cleaning area is equipped with a decontamination station (wash hands/face to remove any lead particles as a result of the weapon's discharge).

Observed Not Observed

Explain: There are restrooms with sinks for washing hands. There is also an eyewash station.

Required Evaluation Tests

Explain how your academy gives the required tests:

Daytime Basic Handgun Test

Daytime Basic Shotgun Test

Daytime Combat Handgun Test

Daytime Combat Shotgun Test

Lowlight Basic Handgun Test

Lowlight Basic Shotgun Test

Lowlight Combat Handgun Test

Lowlight Combat Shotgun Test

FIREARMS MANAGEMENT FINDINGS

Compliance Issues:

- None

Recommendations:

- I would recommend a more detailed written policy regarding the recruits' control, storage and transportation of sponsored recruits firearms and ammunition.

Exemplary Aspects:

-

Instructors Present:

Bryan Dillard

Corey Cox

Chris Gotchall

Scott Curry

Greg Pierce

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Driver Training – Evaluator, Lanny Brown

Section 1800 - Driver Training

1801 - Facility has safety policy for driver training/testing.

Compliance **Non-Compliance** **Not Observed**

How Verified:

Reviewed Safety Policy.

1802 - Academy driver training/testing complies with POST Guidelines for Recruit Safety in Certified Courses, Chapter 5.

Compliance **Non-Compliance** **Not Observed**

How Verified:

Safety Policy review and site visit confirmed full compliance.

1803 - Academy provides instruction in all learning objectives required by TTS

Compliance **Non-Compliance** **Not Observed**

How Verified:

Review of lesson plan, hourly instructional delivery plan and site visit.

1803 - How is this verified?

Compliance **Non-Compliance** **Not Observed**

How Verified:

Review of lesson plan, hourly instructional delivery plan and site visit.

1804 - Academy administers and scores all tests required by TTS. Required EVOC Tests

Compliance **Non-Compliance** **Not Observed**

How Verified:

Verbal description of how they use current POST testing forms. During site visit I inspected completed POST provided EVOC testing forms for various required tests.

1805 - Facility is properly secured and adequate signage is posted to prevent unauthorized persons from exposure to potentially dangerous situations.

Compliance **Non-Compliance** **Not Observed**

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How Verified:

Academy is within a ten foot perimeter fence. The EVOC course is secured with a secondary fence from other training areas. The EVOC course access gate is secured when training is in progress.

1806 - Facility is conducive to a safe training environment.

Compliance **Non-Compliance** **Not Observed**

How Verified:

During my site visit I observed a safety zone for recruits well away from training areas.

1807 - Facility has an emergency medical response plan.

Compliance **Non-Compliance** **Not Observed**

How Verified:

Within safety policy and discussions with staff.

1808 - First aid/fire extinguisher/pry tool equipment are available at training site.

Compliance **Non-Compliance** **Not Observed**

How Verified:

Personally viewed indicated items on site and immediately accessible to EVOC training.

1809 - Location area/size is sufficient to meet educational objectives.

Compliance **Non-Compliance** **Not Observed**

How Verified:

Over 50 acres of driving and training area provides ample separation and run off.

1810 - Facility safety conditions inspected daily prior to training.

Compliance **Non-Compliance** **Not Observed**

How Verified:

Instructors check training site prior to each use. Did not personally observe this take place but the process was demonstrated to me during a ride along at the site visit.

1811 - Safety equipment is in good condition and in working order.

Compliance **Non-Compliance** **Not Observed**

How Verified:

Vehicle safety checked by certified personnel. All vehicles I inspected during my site visit had functional safety equipment.

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1812 - Recruits receive instruction and are provided with vehicle safety procedures.

Compliance **Non-Compliance** **Not Observed**

How Verified:

During initial orientation and during LD19 instruction. Safety rules are posted.

1813 - Safety policies are provided to staff and recruits.

Compliance **Non-Compliance** **Not Observed**

How Verified:

Recruits are given the policy during orientation and staff is emailed a copy at the beginning of each class. Safety rules are posted and reviewed prior to each training session.

1814 - Safe waiting area designated for recruits not involved in training.

Compliance **Non-Compliance** **Not Observed**

How Verified:

Bleachers with safety zone were observed during my site visit to be a safe distance away from actual driver training areas.

Describe driver-training facility/facilities:

State-of-the-Art, well designed and new driver training area with multiple roadway widths, alignments and lengths located on 50 acres. The roadways are painted to "real roadway" specifications. The city grid is realistically designed.

Describe controlled access/security measures:

Access to the driver training area is controlled by two fences—both with locked access control points.

Miscellaneous / Other (describe):

Exemplary driver training program in every possible way.

Section 1900 - Training Vehicles

1901 - Vehicles are adequately equipped for law enforcement training.

Compliance **Non-Compliance** **Not Observed**

How Verified:

Track cars are equipped with rollbars and 5 point racing safety harnesses. During my site inspection, I personally inspected the track cars finding them to be in excellent and safe condition.

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1902 - Vehicle maintenance and inspection procedures are established.

Compliance Non-Compliance Not Observed

How Verified:

During my site visit we discussed both scheduled and as needed maintenance of the vehicles. The track vehicles are maintained in a reasonable manner to ensure reliability and safety. Vehicles are inspected prior to each training session.

1903 - Use of seat belts is mandatory

Compliance Non-Compliance Not Observed

How Verified:

Seat belts must be worn whenever the vehicle is in motion, per safety policy and verified during site visit when observing training and testing.

1904 - Vehicles used for PIT training have appropriate equipment.

Compliance Non-Compliance Not Observed

How Verified:

NA—PIT not taught to basic police academy recruits.

1905 - Safety equipment is available for recruits, when necessary.

Compliance Non-Compliance Not Observed

How Verified:

Recruits must wear helmet during training and was verified during site visit.

Section 2000 - Tire Deflation Device Training

2001 - Review safety policies prior to manipulative skills training.

Compliance Non-Compliance Not Observed

How Verified:

NA--tire Deflation training not taught at basic police academy.

2002 - Manufacturer safety and deployment guidelines are integrated in safety policy.

Compliance Non-Compliance Not Observed

How Verified:

NA--tire Deflation training not taught at basic police academy.

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Required Evaluation Tests

Check items below to indicate that your academy gives the required exercise tests:

During my site visit, TTS required testing for Code-3 Driving, Pursuit Driving and 65 mph Deceleration were taking place in compliance with POST protocols and using POST constructed evaluation forms.

Compliance Issues:

None

Recommendations:

POST to use as a site to visit to view exemplary driver training being provided.

Exemplary Aspects:

- The 50 acre new and well designed training site;
- Equipment—cars, 5-point safety harnesses & helmets;
- Quality of instruction;
- Scenario based training and testing where the recruits realistically apply “real world” responses (Code-3 & Pursuit);
- All instructors are fully compliant with POST Regulation 1070 and AICP.

General Comments:

State-of-the-Art, well designed and new driver training area with multiple roadway widths, alignments and lengths located on 50 acres. The roadways are painted to “real roadway” specifications. The city grid is realistically designed. The scenario village and range are part of the driver training area so recruits can respond to and handle realistic calls for service including the actual firing of weapons if desired.

Instructors (evaluators, safety officers, etc. present):

Please list by name:

- ANNABALI, Deb—Director;
- GEORGE, Ken—Coordinator; and
- REID, Bob—Lead EVOC Instructor
- Instructors DAY, MILLER, VEGA & LOPEZ.

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ATTACHMENT B – 30-day Compliance Action Plan; Letter and Responses



POST

EDMUND G. BROWN JR.
GOVERNOR

KAMALA D. HARRIS
ATTORNEY GENERAL

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

October 5, 2016

Deb Annibali, Director
Allan Hancock College
Law Enforcement Academy
One Hancock Drive
Lompoc, CA 93436

Director Annibali:

On behalf of the Commission on Peace Officer Standards and Training (POST), I would like to express my thanks to you and your Academy staff for the assistance provided during our recent visit to the Allan Hancock College, Law Enforcement Academy.

At the Basic Course Certification Review (BCCR) briefing with you, your staff and executives, we discussed the purpose of the review and the opportunity it provides to ensure that all POST standards are being met. We believe it provides valuable insight and offers opportunities to enhance your program.

The Certifying Review Team (CRT), as part of the BCCR de-briefing, notified the Academy of issues of non-compliance that require your immediate attention. Those findings by the CRT are listed below:

Regulatory/Compliance Issues:

- PAM D-1-3(d)(2)(D) says: Academies shall provide instruction on all learning objectives specified for the RBC in the TTS. Where a learning activity is required by the TTS, Academies shall require each student to participate in that activity. AHC Academy does not track attendance and missed hours in a way that ensures all of the components of the TTS are being attended and/or made up appropriately in their Regular Basic Course (RBC). Students' total time missed is tracked and the lifetime fitness sessions are tracked, however, if a recruit misses a portion of a day/class it is difficult to tell with any certainty what they missed. Moreover, remedial 'make-up' work does not appear to be the same as the original instruction. Recruits are instructed to coordinate with fellow recruits to determine what was missed during an absence and get notes, guidance, etc. to cover the missed work. Missed mandated material and/or learning activities need to be taught by a qualified instructor when made up and be the same or similar to that given to the other recruits. The Academy must ensure they are offering all required training and that it is being received appropriately as well.*
- PAM 1053 requires submission of all course materials to EDI (Electronic Data Interchange), to include all training locations. The CRT found that not all of the auxiliary firearms sites (specifically Arroyo Grande PD) were listed in EDI as required*
- PC 13511.5 requires all non-affiliated/independent recruits provide a DOJ firearms clearance letter prior to handling or training with firearms. The CRT found that two of the three current independent recruits' files randomly reviewed had no letter in the file as required.*
- POST Safety Guidelines & HIPAA require that recruits have a medical clearance letter on file prior to training and this information be protected per privacy requirements (independents should be filed at the Academy-filed separately). The CRT found that the three active independent recruits and at least one former recruit (from the current class) did not have them in the separate files. The documents were found, located in the RTO*

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office files. These items should be kept separately to preclude being reviewed by a background investigator, for example.

Please prepare and submit a corrective action plan to me within the next 30 days. We will look for it in early November. Once it has been reviewed and approved by POST, your POST regional Consultant, Valerie Tanguay, (916) 227-4872, will be available to assist you with implementation if needed.

Note: I am aware, and the CRT was briefed while on site, that the last three items on the list above were addressed while we were there. Your diligence in working on those items so quickly is very much appreciated. When you submit your 30-day Action Plan, please outline the fixes already made on those items as well so they are memorialized going forward.

POST staff will perform further evaluation of the corrective action plan and/or conduct follow-up visits to ensure that compliance issues have been satisfactorily remedied.

The final BCCR report is being prepared for your review. There will be other recommendations outlined in it that we believe will benefit the Academy, as well as exemplary components of your Academy. These items were discussed with your staff in our de-brief while the CRT was on site.

If you have any questions or need further assistance, please contact me at your convenience.

Sincerely,



Jeff Nelson

Law Enforcement Consultant II, Basic Training Bureau

Copies: Scott Loggins, Basic Training Bureau Chief, POST
Valerie Tanguay, Training Delivery & Compliance, POST

California Commission on PEACE OFFICER STANDARDS and TRAINING



Law Enforcement Training
Public Safety Training Complex

805.922.6966 ext. 3284

fax 805.737.0319

Sent via Email

October 28, 2016

Jeff Nelson
Law Enforcement Consultant II
Basic Training Bureau
Commission on Peace Officer Standards and Training
860 Stillwater Road, Suite 100
Sacramento, CA 95605-1630

Dear Mr. Nelson,

On behalf of Allan Hancock College, academy staff and recruits, I appreciate the professionalism, insight and expertise that you and your team members provided during the skills evaluation and Certifying Review Team (CRT) on-site visits.

The Basic Course Certification Review executive briefing affirmed many exemplary points on the training and delivery of the basic course. This can only be accomplished through the dedication of academy staff, support of the college administration and a strong partnership with POST.

This correspondence serves to address and outline the steps implemented to remedy the Regulatory/Compliance Issues, as outlined in your letter dated October 5, 2016.

Regulatory/Compliance Issue:

PAM D-1-3(d)(2)(D): Academies shall provide instruction on all learning objectives specified for the Regular Basic Course (RBC) in the Training and Testing Specifications (TTS). Where a learning activity is required by the TTS, Academies shall require each student to participate in that activity.

Steps Implemented to Remedy Regulatory/Compliance Issue:

Academy staff has implemented an enhanced process for tracking attendance and missed hours that will ensure mandated components of the TTS are being attended by recruits and/or made up appropriately in the Academy.

This includes a defined tracking process for Legislative Mandate (LM) and/or Required Learning Activity (RLA) training.

- As historically practiced, recruit academy attendance hours are tracked daily on a sign-in sheet and subsequently entered into an electronic attendance tracking excel spreadsheet (in place during CRT on-site visit).
- The Recruit Training Officer (RTO) maintains a daily schedule with all LM and/or RLA training.

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Allan Hancock College
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- A binder containing all of the TTS is maintained in the academy classroom with highlighted LM and/or RLA training for instructor and recruit access (in place during CRT on-site visit).
- A Non-participation Form has been developed and is completed if a recruit is absent during any LM and/or RLA training (Attachment A).
 - The recruit completes the top portion of the Non-participation Form to include, name, class, date, explanation, date, hours and total time missed.
 - The Academy coordinator completes the bottom portion of the Non-participation Form to include any comments, training plan, missed training make-up and how the training was accomplished.
 - The completed Non-participation Form is signed by the recruit, RTO and Academy coordinator.
 - If the missed LM and/or RLA training was completed using a POST approved DVD or portal training, a POST roster is completed and submitted to POST (Attachment B).
- Recruit Manual, Regulation 11.04 RECRUIT RESPONSIBILITY FOR ABSENCES has been revised and implemented to define the process for reporting missed LM and/or RLA training (Attachment C).
- The Non-participation Form process was implemented following the CRT on-site visit and is retroactive for Academy Class 111, which is currently in progress.
- The Academy schedule for the upcoming class 112, has been modified to add Learning Domains that have LM and/or RLA training. The block of instruction is specifically identified if there is LM and/or RLA training thus alerting the recruits, academy coordinator, RTO and instructor that the training requirement must be met (Attachment D).
- The inclusion of the LM and RLA on the Academy schedule and implementation of the Non-participation Form will ensure that all required training is being offered and that it is being received appropriately by each recruit.

Regulatory/Compliance Issue:

PAM 1053 requires submission of all course materials to EDI (Electronic Data Interchange), to include all training locations. The CRT found that not all of the auxiliary firearms sites (specifically Arroyo Grande PD) were listed in EDI as required.

Steps Implemented to Remedy Regulatory/Compliance Issue:

The Regulatory/Compliance Issue was addressed and remedied while the CRT was conducting the onsite visit.

Due to design flaws, the shooting range at the Public Safety Training Complex has been closed since October 2014 and repairs are currently underway. Since the closure of the range, Academy firearms training has been held at POST approved off-site locations (Federal Corrections Complex, 3600 Guard Detachment Road, Lompoc, CA and Vandenberg Air Force Base, Lompoc, CA).

Due to last minute scheduling conflicts with both ranges, the current academy class firearms training was moved to the POST approved Arroyo Grande Police Department range. Due to an unintended oversight, the range address 4890 Huasna Road, Arroyo Grande, CA was not added to the Course Administration Information page in Electronic Data Interchange (EDI).

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- On September 21, 2016, Academy coordinator Ken George added the Arroyo Grande Police Department range address to the Course Administration Information page in EDI and the course modification was submitted to POST for approval.
- On September 22, 2016, POST Consultant Christine Ford approved the course modification and the overall status of the Basic course was noted as "Active" (Attachment E).

Regulatory/Compliance Issue:

PC 13511.5 requires all non-affiliated/independent recruits provide a DOJ firearms clearance letter prior to handling or training with firearms. The CRT found that two of the three current independent recruits' files randomly reviewed had no letter in the file as required.

Steps Implemented to Remedy Regulatory/Compliance Issue:

The Regulatory/Compliance Issue was addressed and remedied while the CRT was conducting the onsite visit.

- Upon discovery of the missing DOJ firearms clearance letters, DOJ was contacted by phone and copies of the missing letters were requested. DOJ subsequently sent a facsimile of the both clearance letters which were viewed by the CRT and then placed in the respective recruit file.
- The Independent / Co-sponsored Application Checklist was revised to include line item #4 to record when the DOJ clearance letter is received (Attachment F).
- An internal workflow process has been implemented that specifically outlines the person responsible and process to be followed when a DOJ clearance letter is received (Attachment G).

Regulatory/Compliance Issue:

POST Safety Guidelines & HIPAA require that recruits have a medical clearance letter on file prior to training and this information be protected per privacy requirements (independents should be filed at the Academy-filed separately). The CRT found that the three active independent recruits and at least one former recruit (from the current class) did not have them in the separate files. The documents were found, located in the RTO office files. These items should be kept separately to preclude being reviewed by a background investigator, for example.

Steps Implemented to Remedy Regulatory/Compliance Issue:

The Regulatory/Compliance Issue was addressed and remedied while the CRT was conducting the onsite visit.

It is customary to remove any medical records submitted with the application, store them in a sealed envelope in a designated secure and locked cabinet with limited access. Due to an unintended oversight, the medical records for four recruits were left in the RTO office file.

- Upon discovery of the oversight, the medical records were sealed in an envelope and moved to the designated secure and locked cabinet.

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- An internal workflow process has been implemented that specifically outlines the person responsible and process to be followed for securing medical records submitted with the application packet (Attachment G).

Allan Hancock College and the Law Enforcement Training program are committed to providing quality educational opportunities for students entering the law enforcement profession. It is in partnership with POST that we prepare students to advance to a field training program, assume the responsibilities, and execute the duties of a peace officer in society.

Again, thank you and your team for guiding us through this process and if there is other information or documentation required, please let me know.

Sincerely,



Deborah Annibali
Director, Law Enforcement Training

c: George Railey Jr., Ed.D.
Associate Superintendent/Vice President, Academic Affairs

Rick Rantz
Dean, The Extended Campus

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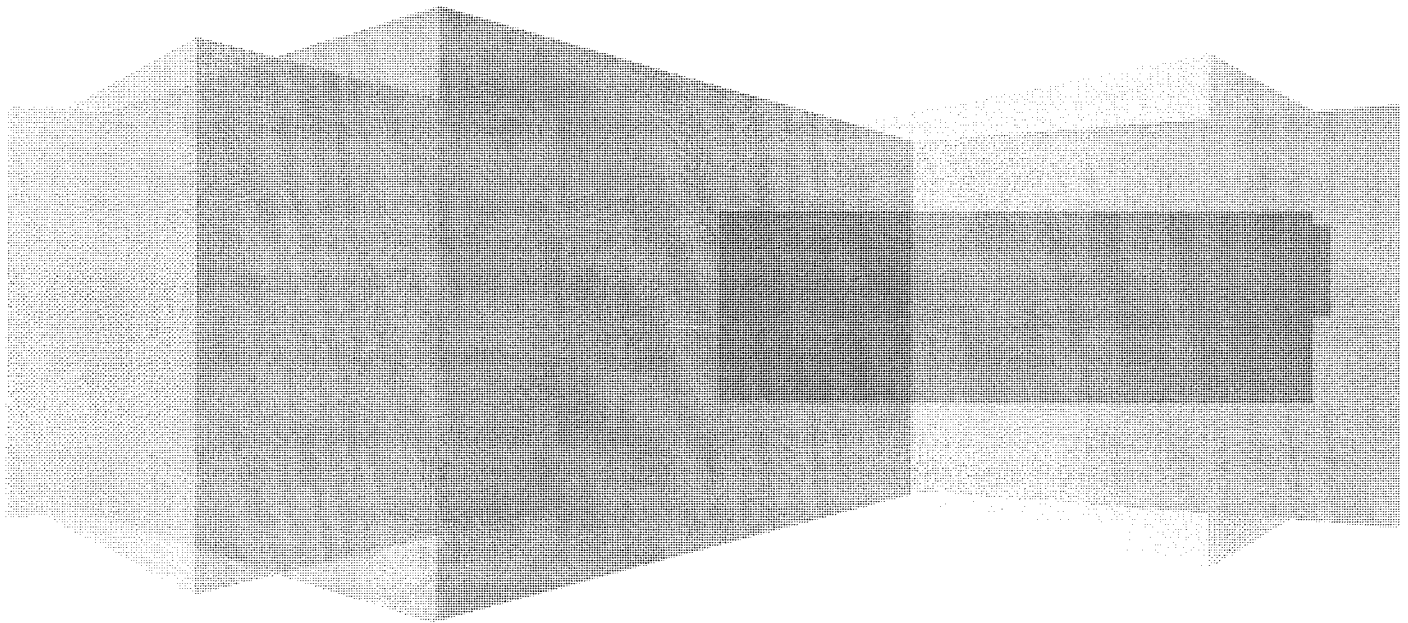
Appendix 4

PSTC Regional Firearms Training Complex Business Plan

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**Allan Hancock College
Firearms Training Center
Business Plan**

Public Safety Regional Training Center



PSTC Firearms Training Center Business Plan

1. Overview

Public Safety Training Complex Firearms Training Center Mission Statement

The mission of the Allan Hancock College PSTC Firearms Training Center is to become the Regional hub for progressive firearms and tactical training through comprehensive educational programming. The Firearms Training Center will become a leader at the local, regional and national levels through its instructional experts, state-of-the-art facilities and equipment, and innovative curriculum. The Firearms Training Center will increase regional and state public safety capacities among first responders while offering a menu of Firearms Training opportunities for certified Law Enforcement and Central Coast citizens.

PSTC Firearms Training Center Vision

PSTC will significantly shape public safety through innovative programming with quality learning training platforms that utilize the state-of-the-art Firearms Training Center located at the Regional Public Safety Training Complex in Lompoc, Ca.

The PSTC Firearms Training Center

- A multi-million dollar, 42,881 SF, state of the art, firearms range.
- Contains state-of-the-art open air, live-fire range.
- Creates multipurpose classrooms and common space for all participants.
- Offers basic firearms courses for POST certified Law Enforcement Academies, local and regional Law Enforcement agencies.
- Supports the full launch of the PSTC training model, complete with new and expanded training opportunities including Private Sector, Private Security, Governmental Law Enforcement, Armed Services, NRA, National Shooting Sports Foundation.
- Will facilitate the launch of new training courses and certificate programs while supporting credit growth at PSTC.
- Together with support from the College, the Law Enforcement community and Central Coast citizens, the PSTC Firearms Training Center will serve as a leader in firearm education and certificated and professional training programs.
- The program expansion allows for the creation of new certificate and credential courses at PSTC while offering practical, perishable skills training experiences for students and industry professionals in service.
- Further differentiates PSTC training programs from other programs by providing experiential, tactical, hands-on learning for all student levels

from beginner basic courses to advanced masterly level courses.

PSTC Overarching and Strategic Planning Goals

- **Offset operating cost**
- Goal 1: Serve the public safety instructional labor market
- **Goal 2: Improve efficiency and facilities utilization**
- **Goal 3: Develop regional market to utilize excess capacity of facility**
- Goal IE1: To identify institutional capacity to fulfill its mission
- Goal SLS2: To support student access, achievement, and success
- **Goal IR2: To develop district financial resources adequate to support quality programs and services.**

The PSTC Firearms Training Center is a long-term investment with the potential to yield a projected positive short-term ROI immediately.

2. The Market

Our primary approach to Firearms Training is a collaborative, community based program utilizing Law Enforcement Industry standardization across municipal, county, state and federal agencies. Our secondary approach is to seek lasting relationships with private sector and private security corporations requesting continuous training courses. Our third approach is to research and design training platforms for individual student customers not just in the immediate area, but across the region.

As the largest state in the U.S., that employs the largest number of police and emergency responders, we are conservatively targeting all of the Law Enforcement agencies in the three counties along the Central Coast to include: San Luis Obispo, Santa Barbara and Ventura Counties. We will actively pursue instructional use agreements, facility use agreements, state and federal firearms training course agreements, private gun club and association partnerships as well as competition based events as the primary path to operational sustainability.

We will target industry experts and representatives from local, state and federal agencies, schools, municipal leaders, partners and potential end users. We will also remain focused on delivering world class basic firearm instruction to each of our Law Enforcement Academy classes. Our community has already demonstrated the importance of supporting a regional training facility as we continue work toward facility capacity utilization. We will continue to develop strong relationships with a multilayered cross-section of Law Enforcement agencies of all sizes and focus across the region.

Without the expansion of our PSTC Firearms Training Center, law enforcement officers may not have the opportunity to receive adequate and cutting-edge tactical training to prepare them for the increasingly complex world in



which they serve. Still, other agencies struggle to meet even their basic firearm qualifications due to range closures, decreasing training budgets and scheduling conflicts. The Central Coast is also home to law abiding citizens and retired Law Enforcement Officers that desire to receive basic firearm instruction, certification and recertification through training and qualification. A partnership with National Rifle Association and the National Shooting Sports Foundation would provide opportunities to create expanded instruction focusing on the safe handling of firearms and hunter safety as well as competition based shooting events.

3. Expanded Firearm Training Opportunities

The PSTC Firearm Training Center may offer a menu of new opportunities for academic and vocational credit based instruction while creating cutting – edge firearms training to both certified police officer and Central Coast citizens. The PSTC Basic LE Academy provides college credit for each enrolled recruit officer as several academic course requirements are contained within the program. Growth in the academy alone will generate additional FTE and apportionment while the impact of the PSTC facilities on degree programs and certificates will continue to be positive.

Current Law Enforcement training at PSTC also includes Advanced Officer Training courses for which the California Police Officer Standards and Training Commission mandates several firearms related courses to be taught at Regional Training facilities. Simply put, we have the opportunity to become a certified firearms course site for multiple California POST firearms training courses that provide certification to in service officers from our region and beyond.

Credit/Certification based training

PSTC could offer current established, standardized, sustainable, certification based courses including but not limited to:

- California POST Firearms Courses
- Federal Bureau of Investigations (FBI) Firearms Courses
- National Rifle Association (NRA) Courses
- National Shooting Sports Foundation (NSSF) competition course
- Basic 832 Firearms course
- Federal Department of Corrections Firearms Course
- Private Security Firearms training

Instructional Use and Facility Use Agreements with Partner Agencies

The majority of local and regional Law Enforcement agencies from municipalities, counties, state and federal departments do not have firearm's range facilities. Therefore, they must identify a training site to adequately train their staff to meet at least the minimum industry qualification and certification standards set by the governing body. Facility uses include:

- Annual, Bi Annual and Quarterly Agency Qualifications
- Special Weapons and Tactics team training
- Emergency Response Team firearm specific scenario based training
- Collaborative Agency Team training
- Advanced and remedial based agency training
- Basic Patrol Tactics and Force Options Simulations training
- Armed Services basic weapons and tactical training
- Emergency Response Critical Incident Management Training
- Incubator for Best Practices in Firearms Tactical Training

Community Education based Firearms Training

PSTC could offer noncredit based instruction to adequately train citizens and certify retired Law Enforcement Officials:

- Basic Firearm Safety for Citizens
- Citizen Police Academy firearm training for local agency participants
- Certification and requalification for retired Law Enforcement
- Monthly training seminars for in service Law Enforcement Officers
- Basic weapons familiarization, handling and cleaning training
- Force Options based simulations training for citizens
- Firearm Training and Demonstration Events for select citizen groups

4. Target Audience

The PSTC Firearm Training Center's primary customers are Law Enforcement based agencies and their agents. The general Law Enforcement community is vast and layered with many agencies with specific jurisdictions. Some of the traditional agencies we will target include but aren't limited to:

County and State Agencies

- Office of the Attorney General
- California Department of Corrections and Rehabilitation
- California Department of State Hospitals
- California Department of Fish and Wildlife
- California Highway Patrol
- California State Parks
- California Department of Alcoholic Beverage Control
- California Department of Motor Vehicles
- California Lottery Security and Law Enforcement Division
- California Department of Consumer Affairs, Division of Investigation
- California Department of Forestry and Fire Protection
- Kern County
- Monterey County Sheriff's Office
- Orange County Sheriff's Department
- Riverside County Sheriff's Department
- San Benito County, California
- San Luis Obispo County Sheriff's Department
- Santa Barbara County Sheriff's Office
- Ventura County Sheriff's Office

Municipal agencies

- Atascadero Police Department
- Bakersfield Police Department
- Gilroy Police Department
- Huntington Beach Police Department
- Huntington Park Police Department
- Irvine Police Department
- Laguna Beach Police Department
- Lompoc Police Department
- Long Beach Police Department
- Manhattan Beach Police Department
- Morro Bay Police Department
- Newport Beach Police Department
- Oceanside Police Department
- Paso Robles Police Department
- Pismo Beach Police Department
- Riverside Police Department
- San Luis Obispo Police Department
- Santa Barbara Police Department

- Santa Maria Police Department
- Santa Monica Police Department
- Santa Paula Police Department
- Seaside Police Department
- Shafter Police Department
- Simi Valley Police Department
- Watsonville Police Department

College and University agencies

- Allan Hancock Community College Police Department
- California State University Police Department
- Riverside Community College District Police
- University of California Police Department
- University of California Protective Service
- Ventura County Community College Police Department

Federal law enforcement agencies in California

- United States Park Police
- National Park Service Ranger (Law Enforcement)
- United States Forest Service (Law Enforcement)
- Federal Bureau of Prisons
- Federal Protective Service
- United States Fish and Wildlife Service
- Bureau of Indian Affairs Police
- United States Coast Guard
- United States Secret Service
- United States Customs and Border Protection
- United States Immigration and Customs Enforcement
- United States Army Military Police Corps (Civilian/Uniformed)
- United States Air Force Security Forces (Civilian/Uniformed)
- Naval Criminal Investigative Service
- United States Postal Service (Special Agents/OIG)
- Federal Bureau of Investigation

Additional Firearms Training Customers and Students

- ❖ Private Security Corporations
- ❖ Individual Private Security Officers
- ❖ Gaming Industry Security Staff
- ❖ Citizen Academy Participants
- ❖ Individual Shooting Sports Competitors
- ❖ Basic 832 Firearms Course enrollees
- ❖ Hunter Safety Course enrollees
- ❖ Former Law Enforcement seeking certifications
- ❖ Private Industry customers
- ❖ Firearm Safety Instructor School participants

The PSTC continues to pursue industry leading training options that together with academic, credit worthy coursework, allows students to be hireable or eligible for promotion in the vast Law Enforcement market. This commitment involves direct partnership with the academic departments and agency partnerships to support both traditional-aged students and professionals seeking ongoing professional development. The Firearms training expansion aligns to the broader initiative to offer a two year Law Enforcement Associates of Arts degree through the Public Safety Training Complex.

4. Marketing Strategy

Although household and corporate budgets have tightened during the recent economic downturn, the need for professional development and additional credentialing to gain employment and to advance is ever increasing.

Our expanded Firearms Training Center model serves three broad target market segments: traditional students (sponsored or independents), students seeking professional development training and continued education in service professionals. Each of these target markets typically exists outside of the traditional degree programs offered within Allan Hancock academic departments.

Continuing Education seeks to extend the post-secondary campus into meaningful engagement and service of the non-traditional college student by serving as a certified Perishable Skills training site. The PSTC will support the proposed expansion of the Firearms Training Center model. The strategic engagement of in service Law Enforcement officials can be an entry point to increased degree and certificate obtainment.

The evolution of the professionalism of Law Enforcement through education, positions AHC to become the leader in firearm specific training along the Central Coast and the region. Lifelong learning and continuous firearms certifications and qualifications are required mandates of the industry. We view our potential customers as lifelong customers that will either access our training courses through their

agency or through individual course enrollment. Our dedicated marketing resources will focus on sustaining customers for the duration of their career and beyond. We believe this opportunity exists to expand Allan Hancock College's brand as not only a leader in academic excellence but also in Career and Technical Education and Industry readiness. We expect one outcome to be steadily increasing program growth in agency partnerships and student enrollments. Steady increases in revenue and industry recognition and support will provide improved operational facility sustainability.

A comprehensive multiyear marketing approach is critical to ensure long term success and program growth. The addition of a new Firearm Training Specialist assigned to oversee range operations will be assigned to create and implement the multiyear marketing plan. The specialist will place high emphasis on building the diverse customer base through intensive networking and relationally based strategies. Agency partnerships will be cultivated and grown through frequent and consistent communication mediums that continuously seek to identify growth opportunities within the partnership. A few of these marketing activities include:

- ✓ Agency visits, safety tips during briefings and demonstrations at partnership sites
- ✓ Face to face partnership meetings and alliance/consortium committee work
- ✓ Use of all technology platforms to communicate program offerings
- ✓ Consistent and ongoing customer assessment and feedback forums
- ✓ Small, Medium and Large group presentations focused on building relational capacity
- ✓ Mutually beneficial training agreements centered on quality learning
- ✓ Creation of focus groups to seek new innovative training techniques
- ✓ Frequent and brief post cards, mailings and letters to update and inform customers
- ✓ Monthly Newsletter (brief) print/email with training tips links/relevant training info.
- ✓ You Tube Channel – Video Learning, monthly safety tips for firearm users
- ✓ Quarterly - Course Catalog Offerings to all customers
- ✓ Print materials – Posters, Flyers, customer cards distributed through mail/email
- ✓ Sponsorship opportunities for exposure and promotion
- ✓ News media sources
- ✓ State of California POST training Website
- ✓ Trade journals, monthly publications, agency training calendars
- ✓ Participate at special events through AHC, cities, counties, private nonprofit events



While online advertising and other media placement have increased over the years, Learning Resources Network (LERN), a leader in Continuing Education best practices, advises against abandoning the printed course catalog. Course catalogs are still one of the primary ways students learn about and enroll in courses. The specialist will work closely with the Public Affairs, Graphics Department and Community Ed. department in developing print materials.

Specifically, our communication marketing strategies for the Firearms Training Center includes four primary delivery methods:

1. **Print collateral**, including course catalogs, subtopic brochures, postcards and flyers
2. **Media**, namely print advertisements, radio, and television
3. **Internet/website** including customer-focused site mapping and content

Word of mouth by staff and our strategic partners seeks to identify gaps, provide relevant, job enrichment opportunities to non-traditional students that fall beyond the scope of the College's degree programs. AHC represents an opportunity to address a regional/national firearm's training gap that will generate new revenue for the college while increasing public safety.

The PSTC will develop a sub-marketing plan that will tie into the most current master AHC marketing plan, leveraging the existing marketing vehicles while expanding more deeply into regional Law Enforcement sectors.

5. Need

This position is necessary to ensure strict adherence to the established Allan Hancock Public Safety standard operating procedures in conjunction with State of California Police Officer and Standards Training commission and Federal firearm regulations. This position will create and maintain a safe, functional, industry accepted learning lab environment built on quality instruction, facilities and management. This will reduce and minimize the potential risks associated with the nature of firearms training. Keeping students safe while reducing liability and risk management is a top priority of Allan Hancock College.

In order to maximize full capacity utilization of the firearms range, this designated position will cultivate and develop a network of public and private organizations needing to utilize the range facilities. Professional coordination and planning is critical to provide quality customer service in scheduling facility use agreements with outside organizations. As a result, over time, the firearm range will begin to yield progressively increasing annual revenues as originally planned. A high level of responsiveness to customer needs is imperative to grow the target customer niche. Responsiveness to internal customer needs is also critical as this position will work in collaboration with AHC departments and staff to schedule, coordinate, train and supervise range facility instruction. As we seek to provide world class service to students, we must invest in the human resources to achieve that end. This position gives PSTC the opportunity to strive toward this goal.

6. Financial Program Projections

The financial concept behind the Firearms Training Center concept is to achieve operational sustainability as quickly as possible without jeopardizing long term growth potential. The staffing plan allows one new position to essentially identify and develop new training opportunities with existing and potential customers to establish new program revenues. The goal is to create a positive cash flow very early that will offset program operational costs.

We have prepared estimated financial projections that include what is needed by the end user, what it costs to deliver firearms training programs and how to build flexibility into the facility and program. This is a student-centered program designed to allow AHC to meet today's public safety needs, while preparing for the future training needs in a rapidly changing industry.

The projected gross revenue in year one is conservatively anticipated at approximately \$176,016.00. The projected gross revenue in year two is an approximate increase of 43% from year 1 at \$250,416.00.

Additionally, we expect increased enrollment with the Basic Academy, EVOC and Range training. Net revenues related to operating the Firearms Training Center and conducting all new firearms related programs is projected at \$ 70,316.00 for year 1. The net revenues for Year 2 is projected to be an approximate net of \$ 140,716.00. This indicated a potential 100% increase between Year 1 and Year 2 in total net revenues.

Projections were based on a minimum enrollment of 15 students per range day at a rate of \$20.00 per hour. The cost to staff each range day was based on a minimum of three certified firearm range instructors at an average pay rate of \$50.00/hour. Each range day was calculated at 8 instructional hours. Therefore the equation for the rate for the single day student fee would be: $15(\text{students}) \times 20 (\$ \text{ per hour}) \times 8 (\text{hours of instruction}) = \$2,400.00$.

We expect in most cases, course enrollments will surpass the 15 student minimum which will increase revenues at a greater rate than added staffing costs. Without historical data, it's difficult to determine more accurate overall financial figures.

Finally, the proposed position was created with a dual purpose in mind. First, this position will be responsible for increasing range facility use to offset facility costs. Second, this position will provide support and assistance in the area of emergency vehicle maintenance and operations. The ability to cross utilize this position reduces future staffing costs as the need for emergency vehicle repairs will continue to increase as the annual EVOC training demand increases. 8 additional weeks from 2017 to 2018 have already been scheduled from outside Law Enforcement agencies with more expected to request the facilities as the year unfolds.

Revenues

	Year 1	Year 2
Range Revenue		
POST Firearm Course	\$19,200.00	\$24,000.00
FBI Course	\$12,000.00	\$24,000.00
ATF Firearms Course	\$9,600.00	\$19,200.00
NRA Firearms Course	\$14,400.00	\$28,800.00
NSSF Firearms Events	\$4,800.00	\$9,600.00
Corrections Training	\$9,600.00	\$9,600.00
Agency Qualifications	\$57,600.00	\$57,600.00
SWAT Team	\$14,400.00	\$28,800.00
Citizen Academy	\$4,800.00	\$9,600.00
Ret. Qualifications	\$9,600.00	\$9,600.00
Saturday Training	\$9,600.00	\$14,400.00
Citizen Firearm Safety	\$4,800.00	\$9,600.00
Staffing Fees	\$5,616.00	\$5,616.00
Revenue Total	\$176,016.00	\$250,416.00

Expenditures	Year 1	Year 2
Range Expenses		
Specialist II	\$81,000.00	\$81,000.00
Staffing	\$8,800.00	\$12,800.00
Lead Mitigation	\$14,400.00	\$14,400.00
Marketing	\$1,500.00	\$1,500.00
Expense Total	\$105,700.00	\$109,700.00

Net Revenue Totals	\$70,316.00	\$140,716.00
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Grand Total All HTC Revenue

Projected Expenses

Year 1 Year 2

Salaries

Benefits

Contract Trainers

Fixed Operating Costs*

Variable Operating Costs*

Total

Revenue Over Expense

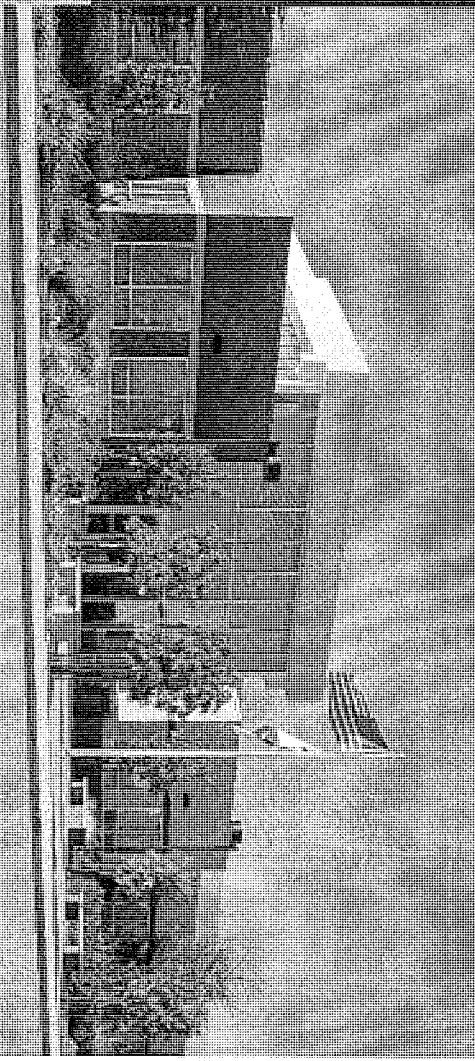
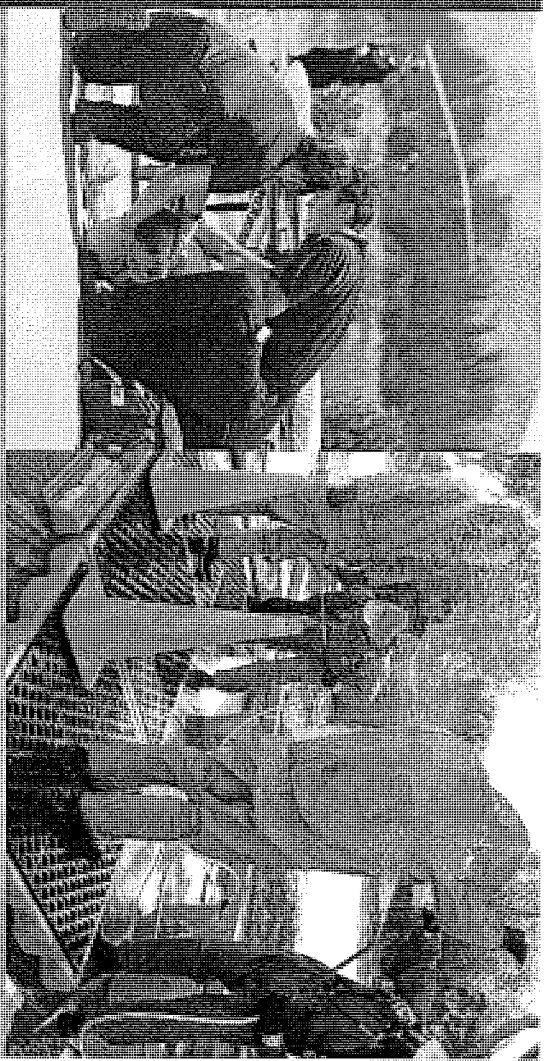


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Appendix 5

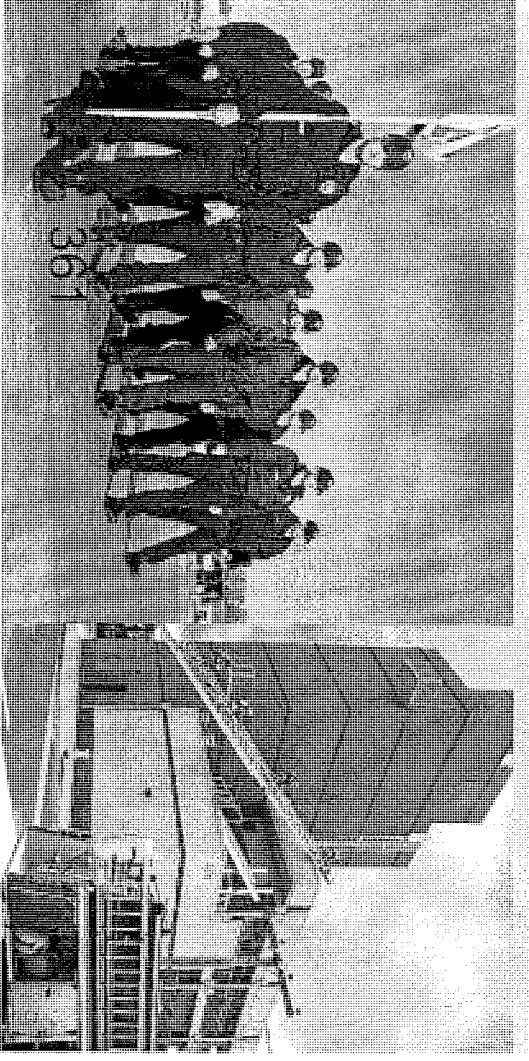
2016 Public Safety Training Complex Strategic Operating Plan

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PHILLIPS 66 SAFETY TRAINING COMPLEX

STRATEGIC OPERATING PLAN 2016



PREFACE

Instruction commenced in earnest in January 2014 at the Public Safety Training Complex, Lompoc Valley Center with partial use of the facilities. During the fall of 2013, staff developed an Operational Cost Framework plan to identify the anticipated cost of operating the facilities.¹ A fiscal comparison of the actual operating expense versus OCF projections revealed the revenues generated cover the direct cost of operating and delivering the public safety programs. However, there was a need for additional revenues to cover the cost of indirect staffing costs (ex. custodial staff & campus police officer) as well as maintenance, and utilities.

This strategic operating plan provides goals, strategies, and recommendations intended to maximize the use of the facilities in a manner that will cover the cost of operating the instructional programs and the facilities. Below are the guiding principles of the Public Safety Training Complex Strategic Operating Plan.

STRATEGIC PLAN GUIDING PRINCIPLES

1. The need to instruct Allan Hancock College students is the first priority
2. Provide clear and concise illustration of the facilities potential to accommodate enrollment measure in Full Time Equivalent Student (FTES) and revenue in support of innovative educational opportunities
3. Provide comprehensive financial planning, reporting, and analysis
4. Provide the regulatory requirements that determine the current and potential scope of the training complex

ACKNOWLEDGEMENTS

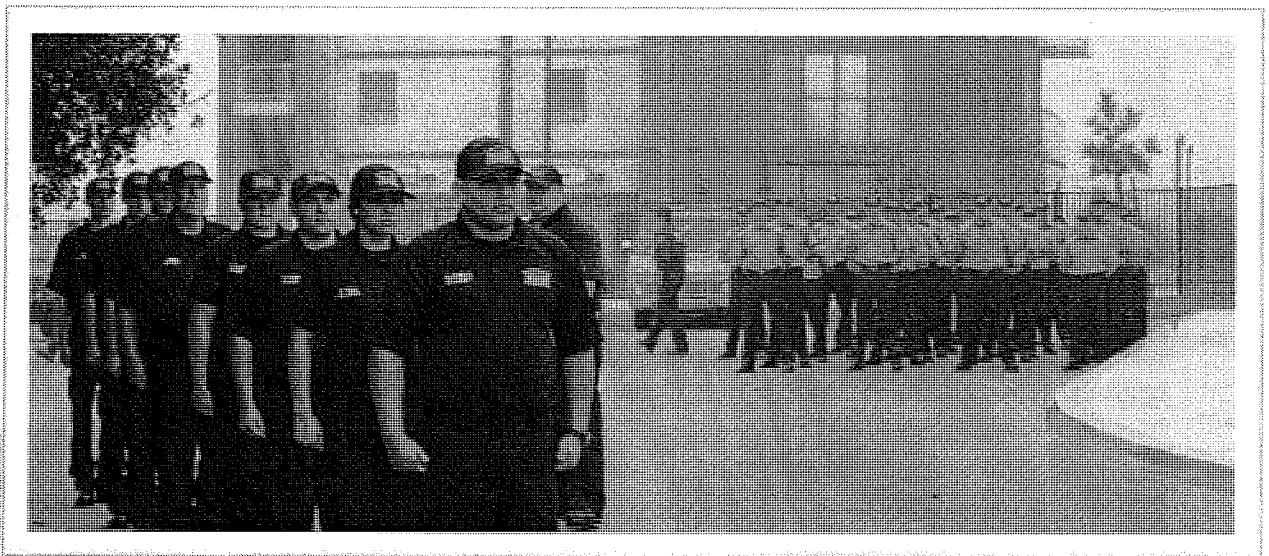
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¹ Appendix A: Operation Cost Framework, March 2014

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EXECUTIVE SUMMARY

As of April 30, 2016, the Public Safety Training Complex is in its 27th month of operation. A fiscal review of the actual operating expense reveals an operating loss of \$479,345 and \$299,776 is anticipated for Fiscal Year 2016-17 and Fiscal Year 2017-18, respectively, improving to a positive result of \$127,690 in Fiscal Year 2018-19. Therefore, the overarching strategic goal is to offset operating costs.

3-Year Financial Forecast

	Fiscal Years		
	2016/17	2017/18	2018/19
Revenues	2,771,791	2,858,131	3,483,441
Program Expenses	2,980,336	2,881,791	2,948,013
Facilities Expenses	270,800	276,116	407,738
Total Income Less Expenses	(479,345)	(299,776)	127,690

The improvement in income performance is a combination of three increasing revenues strategies: 1) an Associate of Science Degree in Public Safety and new certificates programs are anticipated to increase revenues over the course of the next four years, 2) expanding partnerships with public safety agencies through Cooperative Instructional Service Agreements to train active agency law enforcement and fire fighter professionals, and 3) leasing out the EVOC facilities is a strategy to capitalize on the available excess facilities use capacity.

In addition, income improvement also includes cost reductions, primarily due to the consolidation of staffing in Fiscal Year 2016/17. There is a need to transition academic support work to the appropriate classified staff categories (Instructional Assistant and Lab Assistant), and all or a portion of the increased cost of \$220,753 should be realized from reduced part-time faculty costs as the program moves toward greater efficiency.

The staffing recommendation for a new Public Safety, Associate Dean position, as identified in the March 2014, Public Safety Training Complex, Operational Cost Framework, are not currently being considered in lieu of the recommendations provided in this plan. The Dean, The Extended Campus, replaces the Public Safety, Associate Dean reporting structure.

Operating the Public Safety Training Complex, in addition to the Lompoc Valley Center (Center), has created new workload challenges for the District's senior administrators. Current senior administrative oversight is provided by four vice presidents; academic affairs, finance/administration, student services, and operations. These senior administrators are spending a considerable amount of their time away from the Santa Maria campus operations to provide leadership and direction in support of the Center's operations. One example is the public safety agency's interest to utilize the facilities that create an opportunity to cultivate partnerships through instructional service agreements, joint use agreements, and/or facility use lease agreements. These types of agreements take time to negotiate/develop and to acquire board approval. The existing Lompoc Valley Center operation has grown to a level that requires a full-time on-site senior level administrator.

GOALS & STRATEGIES

Overarching goal: Offset operating cost

Goal 1: Serve the public safety instructional labor market

- 1.1. Strategy: Establish new Instructional Service Agreements with public safety agencies
- 1.1 Target: \$50,000 in new revenue to the District beginning in June 2016/July 2017
- 1.2. Strategy: Identify new credit programs and courses
- 1.2 Target: 105 additional FTES in FY 2018/19, \$493,500*
195 additional FY FTES in 2019/20, \$916,500*

Goal 2: Improve efficiency and facilities utilization

- 2.1 Strategy: Establish and maintain a program wide FTES/FTEF target
- 2.1 Target: Public Safety Program's overall FTES/FTEF at 17:1
- 2.2 Strategy: Integrate the public safety facilities into the general Lompoc Valley Center class scheduling

Goal 3: Develop regional market to utilize excess capacity of facility

- 3.1 Strategy: Promote leasing the EVOC Track and EVOC Skid Pad
- 3.1 Target: \$130,000 in new revenue to the District in FY 2016/2017
\$158,705 in new revenue to the District in FY 2017/2018
\$187,500 in new revenue to the District in FY 2018/2019

This report supports the District's 2014-2020 Strategic Plan, as follows:

Goal IE1: *To identify institutional capacity to fulfill its mission*

Goal SLS2: *To support student access, achievement, and success*

Goal IR2: *To develop district financial resources adequate to support quality programs and services.*

SUMMARY OF RECOMMENDATIONS

HUMAN RESOURCES

1. Staff Public Safety department efficiently.
Target: Maintain FTES/FTEF at 17:1 as a minimum.
2. Determine faculty to student ratios for academy and specialized training that maintain student safety and control staffing costs.
3. Maintain a cap on staffing costs until FTES growth necessitates growth and balances the increase with:
Target: Per the Finance section of this plan, "rationalization and consolidation in staffing is expected to increase costs during the staffing transition in Fiscal Year 2016-2017 by \$86,500 and on-going savings of \$137,500 per year will be realized beginning with Fiscal Year 2017-18 forward."
4. Review the need for administrative oversight at the PSTC/LVC.
5. Develop a recruitment process for hiring and onboarding new part-time faculty and professional experts.
6. Ensure the utilization of the department chair position.

FACILITIES

1. Cultivate partnerships with public safety agencies through instructional service agreements, joint use agreements, and facility use lease agreements to utilize the facilities.
2. Promote leasing the EVOC Track and EVOC Skid Pad to private organizations.
3. Promote leasing the Public Safety Training Center to the filmmaking industry.

MARKETING

1. Budget Advertising/Marketing Funds

Budget Recommendations 2016-17: \$21,800
\$3,000 TV and online advertising campaign for fall 2016 term
\$3,000 TV and online advertising campaign for spring 2017 term
\$8,000 Print ads for fall 2016 term
\$8,000 Print ads for spring 2017 term
\$600 Redesign and printing of outreach materials (Brochures and posters)
\$1,000 Search Engine Optimization campaign

2017-18: \$30,000
\$800 Redesign and printing of outreach materials (brochures, posters)
\$3,000 TV and online advertising campaign for fall 2017 term
\$3,000 TV and online advertising campaign for spring 2018 term
\$12,000 Print ads for fall 2017 term
\$12,000 Print ads for spring 2018 term

2. Establish a brand and marketing slogan for the Public Safety Training Complex

Training Tomorrow's Heroes
Allan Hancock College. Train Here. Protect Anywhere.
Start Here. Save Lives Anywhere.
One Facility. One Mission.
Hometown Heroes Start Here and Go Anywhere.

3. Community Relations: Invite residents of surrounding neighborhoods to form a Community Relations committee with the college and public safety department.

FINANCE

4. Assign a dedicated senior administrator to provide oversight and implementation of the planned activities.
5. Establish an aggressive marketing program for both educational programs and leasing opportunities. This program should include well defined course, degree and facilities leasing offers as well as communication strategies. This communication should include regional networking by senior management, social media and traditional media campaigns.
6. Install metering and measurement schemes where necessary to allow measurement of water and other materials used in operations so that direct costs are recovered through billed revenue.
7. Maintain vigilant oversight of staffing to ensure that programs are run as efficiently and effectively as possible and staffing costs are passed through to facilities users when appropriate.

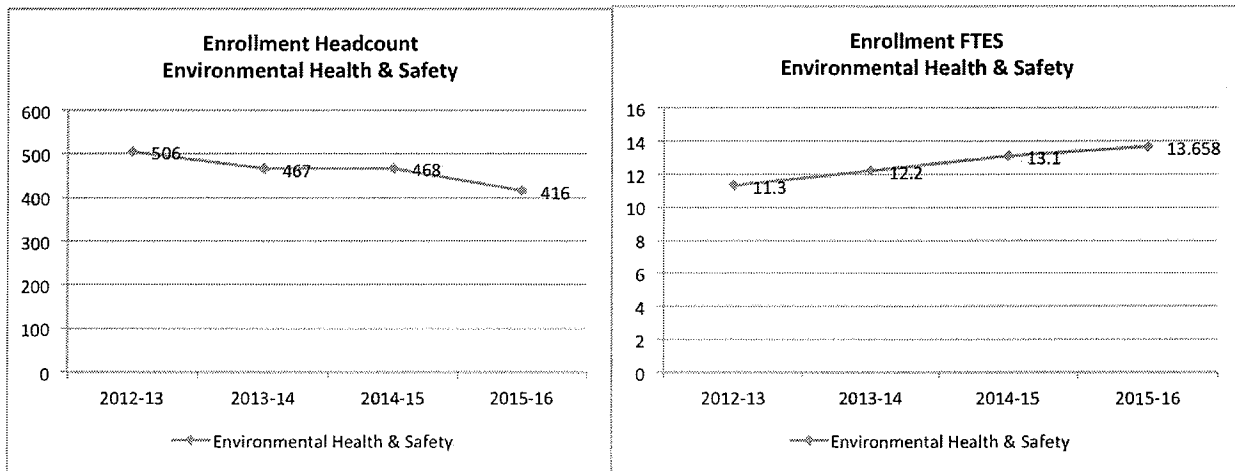
1 EDUCATIONAL PROGRAMS

1.1 SUMMARY OF EDUCATIONAL PROGRAMS

ENVIRONMENTAL HEALTH AND SAFETY

The Environmental Health and Safety program is designed to meet training and education requirements of oversight agencies inclusive of the Department of Homeland Security (DHS), Occupational Safety and Health Administration (OSHA/CalOSHA), Environmental Protection Agency (EPA/CalEPA), and Department of Transportation (DOT). This affords students the opportunity to pursue training and education leading to a degree, certificates, employment, and career advancement in a continually evolving and expanding industry.

The field of environment health and safety involves the management, conservation and protection of the natural environment and resources through regulatory compliance while promoting sustainability. Environmental health and safety is a career field applying principles of math, science, technology, engineering, communications, economics, and law to ensure product, environment, and worker health and safety. The curriculum offers courses certified by the California Specialized Training Institute. Hands-on, relevant skill based training is built into the program, allowing students to enter into a career in a wide variety of occupations related to environmental health and safety after graduation. The focus is on basic principles and techniques used to identify, evaluate, and manage or mitigate hazards in the workplace.



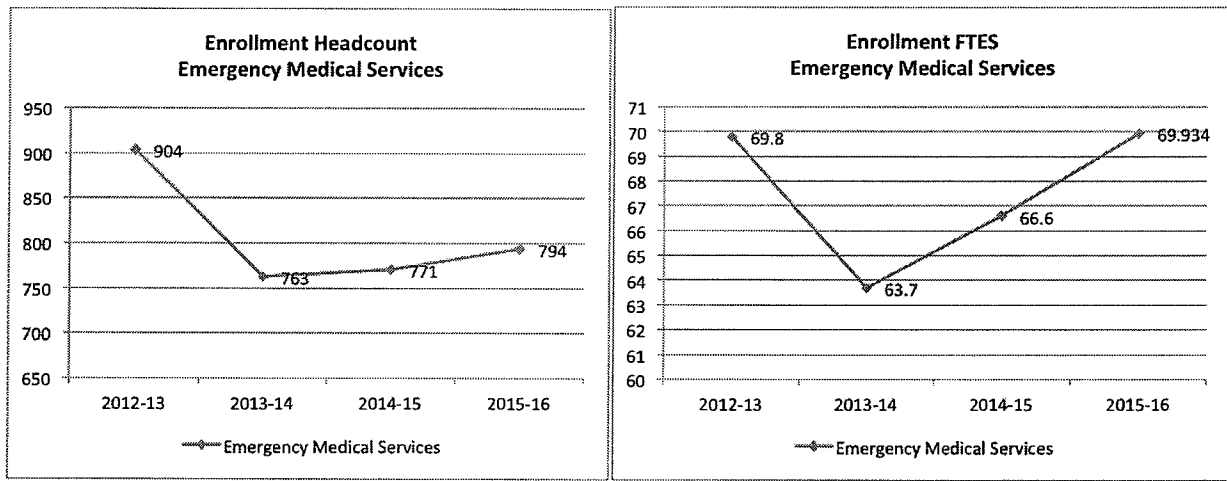
EMERGENCY MEDICAL SERVICES

The Emergency Medical Services (EMS) degree and training program is designed for both pre-service students and those currently employed within the public safety arena. The EMS program offers both semester length and short-term pre-hospital emergency medical training courses that range from academy format Emergency Medical Technician training, to citizen-responder level first aid, and CPR courses.

The EMS program include the EMS Academy 1A (EMT) and EMS Academy 1B (Advanced) academies. The advanced EMS academy was the first of its kind in the nation and offers training in patient handling and moving, hands-on scenarios and emergency vehicle driving and operations. The A.S. degree has a wide variety of offerings to meet the needs of both private and public EMS agencies.

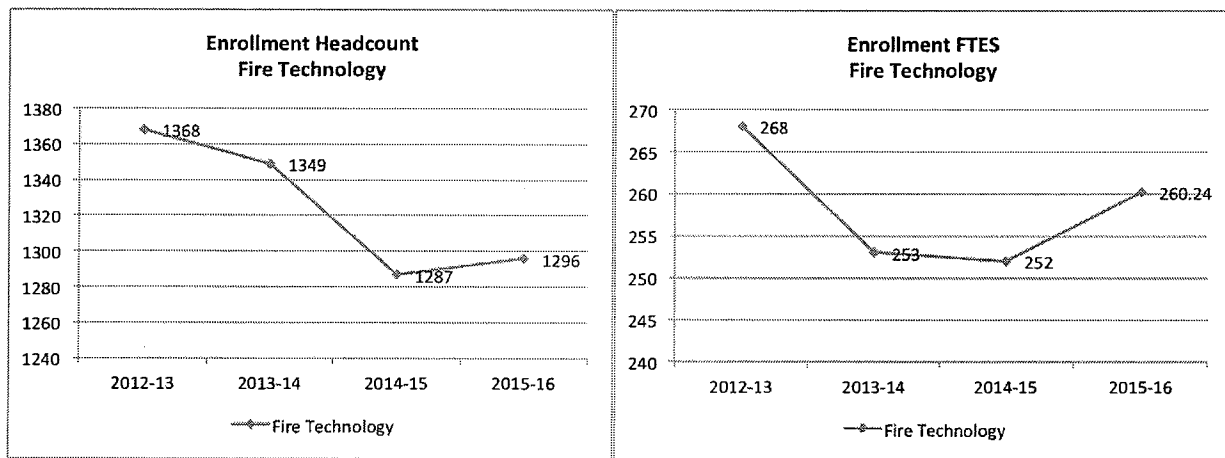
The associate degree program in EMS at Allan Hancock College consists of a balance of offered courses that prepare the student for the many aspects of entry-level job duties and responsibilities

required by an EMS worker within fire and ambulance services, and various non-traditional EMS roles such as working within a clinical setting or providing medical coverage for large scale public events. In addition to entry-level training courses, the college offers a number of EMS related re-certification courses required to maintain current employment.



FIRE TECHNOLOGY

In-service training is available for fire professionals in their present position or to prepare them for promotional opportunities. The Fire Technology program is designed to prepare students for a career in the fire service. Courses focus on demonstrating safety and efficiency in emergency and fire situations, analyzing the causes of fires and how to fight them, applicable laws, regulations and codes, types of building construction and conditions associated with structural collapse and firefighter safety, and understanding fire detection and suppression systems. The Fire Academy is part of the California State Fire Marshal's accreditation. Since 1972, the college has taught Firefighter-1 classes through our 609-hour certified Fire Academy program. The Firefighter 1 Academy is a California State Fire Marshal certified academy that meets all the requirements in National Fire Protection Association (NFPA) 1001 for entry-level firefighters.



The Fire Technology Program experienced a reduction in enrollment due to the Night Fire Academy being eliminated. This was due in part to lack of staffing available and noted excessive costs to deliver the program.

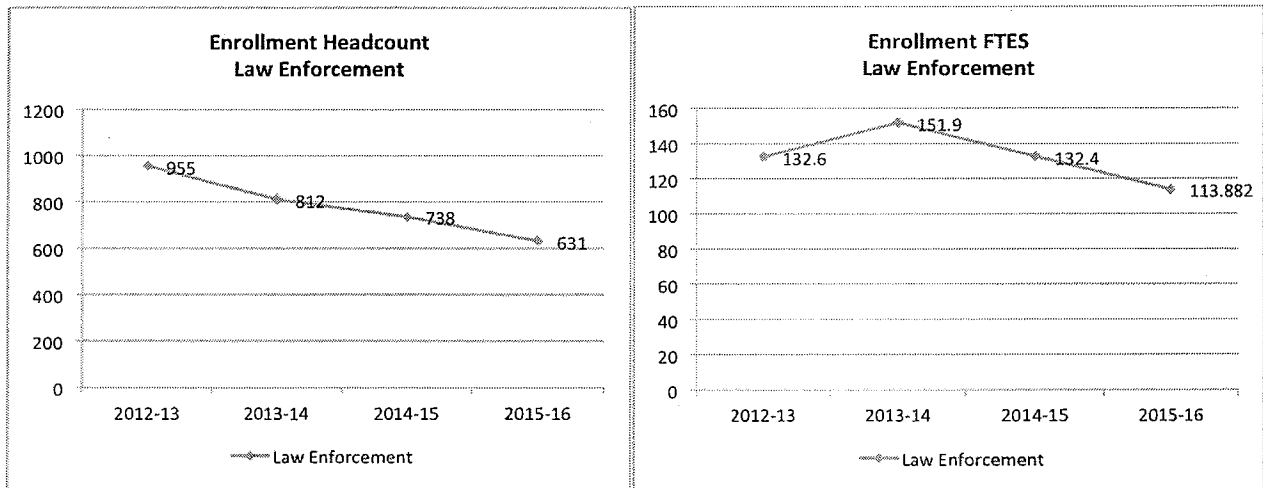
LAW ENFORCEMENT TRAINING

The Law Enforcement program consist of the Law Enforcement Academy for students entering the law enforcement profession and short-term training courses for both local officers and officers statewide.

The Law Enforcement Academy is a full-time program that trains pre-service recruits that are either putting themselves through the academy or are employed by a law enforcement agency and are sponsored by that agency. Information on additional law enforcement courses can be found at the following links: [Law Enforcement Pre-Academy](#), [Basic Law Enforcement Academy](#), [Advanced Officer Training](#), [PC 832 - Peace Officer Training](#), and [Law Enforcement Driving Simulators \(LEDS\)](#), [Force Options Simulator \(FOS\)](#), [Arrest & Control](#) and [behind-the-wheel EVOC \(Emergency Vehicle Operations Course\)](#)

Effective January 1, 2002, all peace officers (except Reserve officers) below the middle management position and assigned to patrol, traffic, or investigation who routinely effect the physical arrest of criminal suspects are required to complete Perishable Skills and Communications training per California Commission on Peace Officer Standards and Training (POST) Perishable Skills/Communications Requirement for CPT.

POST has designated Allan Hancock College (AHC) as a POST Regional Skills Training Center (RSTC). The AHC RSTC is equipped with Law Enforcement Driving Simulators (LEDS), Force Options Simulator (FOS), skid training car and platform, training mannequins, computers, LCD projectors and other related training equipment. A series of week-long courses are offered each semester that train both local officers and attract officers from around California. This training helps the officers to maintain the required continuing professional education mandated by the State of California. Courses are offered in four-hour blocks so they can be combined for an eight-hour day. The program also contracts with law enforcement agencies to cosponsor training locally.



POST reimburses the District for LEDS/FOS training for students in the perishable skills program. POST fully funds the training; therefore, in July 2014, any LE courses that had a LEDS or FOS component was converted to contract education.

WILDLAND FIRE TECHNOLOGY

The Fire Technology program offers a variety of options for those pursuing a career or interest in wildland firefighting. The program allows students to achieve a certificate or associate in science (A.S.) degree in the target area of interest within the field. These areas include: Wildland

Firefighting Operations; Wildland Firefighting Prevention, Investigation and Prescribed Burning; and Wildland Firefighting Logistics, Finance and Planning.

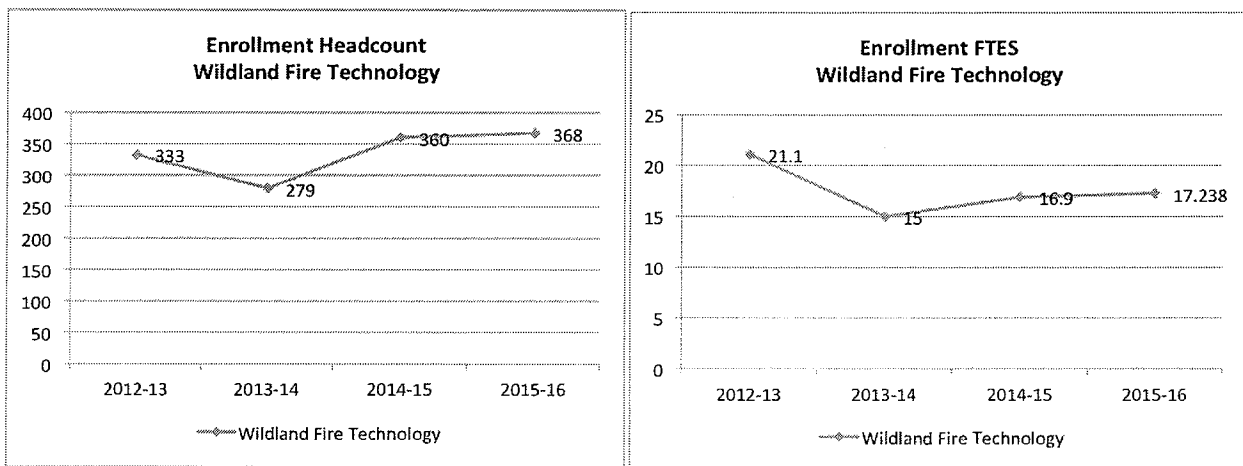
The program uses nationally recognized course curriculums, providing students with multi-component proficiency training. The training is consistent with standards used by agencies such as the United States Forest Service, Cal Fire, National Park Service, Bureau of Land Management, and the Bureau of Indian Affairs, as well as those throughout the Santa Barbara County area.

Program Concentrations: In addition to the Wildland Fire Technology core course curriculum, students must complete 15 units that apply toward the specific area they choose to pursue.

Wildland Firefighting Operations: This option offers students knowledge and understanding related to fire suppression operations within the wildland fire environment. A variety of courses are offered, with emphasis on Firefighter Safety, Entrapment Avoidance, Command Structure, and information specific to a variety of fireline positions.

Wildland Firefighting Prevention, Investigation, and Prescribed Burning: This option provides students with a thorough understanding of Fire Prevention, Investigation and Prescribed Burning processes in the wildland fire environment. A variety of courses are offered, ensuring students' comprehension for responsibilities related to positions within the field.

Wildland Firefighting Logistics, Finance, and Planning: This option provides students with training required for support functions within the Incident Command System. Upon successful completion students will demonstrate knowledge required of positions working within the Logistics, Finance and Planning Sections.



1.2 NEW PROGRAMS AND COURSES SUMMER 2017-SPRING 2020

The Academic Policy and Planning Committee (AP&P) provides recommendations through the Academic Senate to the Allan Hancock Joint Community College Board of Trustees regarding courses and instructional programs. They are reviewed and approved by the South Central Regional Consortium, California State Chancellor's Office and Accrediting Commission for Community and Junior Colleges (ACCJC). The new courses, certificates, and degrees listed below are represented in concept and are subject to the above-mentioned approval process.

Associate of Science (A.S.) Degree in Public Safety

The Associate of Science (A.S.) Degree in Public Safety will provide students with a broad set of core competencies common to all existing programs within the Public Safety Department: Emergency Medical Services; Environmental Health and Safety; Fire Technology; Law

Enforcement; and Wildland Fire Technology. These core competencies will further support the addition of new programs in Disaster Preparedness and Response; Homeland Security; Humanitarian Relief; and Search and Rescue. A Certificate of Accomplishment in each of the existing and new programs will be available as an emphasis within the public safety degree.

Sample Core Courses (Online)

PS 101	Emergency Response	3 units
PS 102	Incident Command	3 units
PS 103	Leadership and Ethics	3 units
PS 104	Cross-cultural Relations	3 units
PS 105	Multijurisdictional Coordination	3 units

Certificate of Accomplishment in Disaster Preparedness and Response

The Certificate of Accomplishment in Disaster Preparedness and Response is an online program designed as an emphasis within the Associate of Science (A.S.) Degree in Public Safety. This 15-unit certificate can be earned separately or as a requirement for the public safety degree. Students earning this certificate can use their skills to prepare for and respond to a number of man-made and natural disasters. Careers in this area can be found in a variety of public agencies and nonprofit organizations, domestic and international.

Sample Required Courses (15 units)

DPR 301	Natural Hazards	3 units
DPR 302	Natural Disasters	3 units
DPR 303	Disaster Preparedness	3 units
DPR 304	Disaster Response	3 units
DPR 305	Disaster Policy and Politics	3 units

Certificate of Accomplishment in Homeland Security

The Certificate of Accomplishment in Homeland Security is an online program designed as an emphasis within the Associate of Science (A.S.) Degree in Public Safety. This 15-unit certificate can be earned separately or as a requirement for the public safety degree. Students earning this certificate can use their skills to defend against terrorism and to minimize the damage from attacks that do occur. Careers in this area can be found in a variety of public agencies and private corporations.

Sample Required Courses (15 units)

HS 301	Introduction to Homeland Security	3 units
HS 302	Domestic and International Terrorism	3 units
HS 303	Critical Infrastructure Protection	3 units
HS 304	Weapons of Mass Destruction	3 units
HS 305	Intelligence and Threat Assessment	3 units

Certificate of Accomplishment in Humanitarian Relief

The Certificate of Accomplishment in Humanitarian Relief is an online program designed as an emphasis within the Associate of Science (A.S.) Degree in Public Safety. This 15-unit certificate can be earned separately or as a requirement for the public safety degree. Students earning this certificate can use their skills to provide material and logical relief to individuals who are victims of wars, famines, disasters, and other catastrophes. Careers in this area can be found in a variety of public agencies and nonprofit organizations, both domestic and international.

Sample Required Courses (15 units)

HR 301	Refugees and Forced Migration (new)	3 units
HR 302	Natural Hazards and Disasters (new)	3 units
HR 303	Armed Conflict and Displacement (new)	3 units
HR 304	Humanitarian Aid and Relief Logistics (new)	3 units
HR 305	Team Leadership in High-Hazard Environments	3 units

Certificate of Accomplishment in Search and Rescue

The Certificate of Accomplishment in Search and Rescue is designed as an emphasis within the Associate of Science (A.S.) Degree in Public Safety. This 15-unit certificate can be earned separately or as a requirement for the public safety degree. Students earning this certificate can use their skills to search for and rescue distressed individuals who are missing, lost, or injured within an urban or natural environment. Careers in this area can be found in a variety of public agencies and nonprofit organizations.

Sample Required Courses (15 units)

SR 301	New Course TBD	3 units
SR 302	New Course TBD	3 units
SR 303	New Course TBD	3 units
SR 304	New Course TBD	3 units
SR 305	New Course TBD	3 units

GROWTH TARGETS: Associate of Science (A.S.) Degree in Public Safety

Associate of Science (A.S.) Degree in Public Safety	2017-18		2018-19		2019-20	
	Headcount Growth	FTEs Growth	Headcount Growth	FTEs Growth	Headcount Growth	FTEs Growth
Core Courses	0	0	30	15.08	45	22.62
Disaster Preparedness & Response	0	0	30	15.08	45	22.62
Homeland Security	0	0	30	15.08	45	22.62
Humanitarian Relief	0	0	0	0	30	22.62
Search and Rescue	0	0	0	0	30	15.08
TOTALS:	0	0	90	45.24	195	105.56

Certificate of Accomplishment in Emergency Medical Care

The Certificate of Accomplishment in Emergency Medical Care is designed as an emphasis within the Associate of Science (A.S.) Degree in Emergency Medical Services. This 15-unit certificate can be earned separately or as a requirement for the emergency medical services degree. Careers in this area can be found in a variety of health care facilities and emergency response organizations.

Sample Required Courses (15 units)

EMS 306	CPR for Healthcare Providers (existing)	0.5 unit
EMS XXX	Medical Terminology (new)	3 units
EMS XXX	Anatomy and Physiology (new)	3 units
EMS XXX	Pharmacology (new)	3 units
EMS XXX	Cardiac Patient Management (new)	3 units
EMS XXX	Clinical Experience (existing)	1.5 units

Certificate of Accomplishment in Emergency Operations

The Certificate of Accomplishment in Emergency Operations is designed as an emphasis within the Associate of Science (A.S.) Degree in Emergency Medical Services. This 15-unit certificate can be earned separately or as a requirement for the emergency medical services degree. Careers in this area can be found in a variety of public and private emergency response organizations.

Sample Required Courses (15 units)

EMS XXX	Medical Emergencies (new)	3 units
EMS XXX	Defensive Tactics for EMS (new)	3 units
EMS XXX	New Course TBD (new)	3 units
EMS 301	EMT Basic Academy (existing)	6 units

GROWTH TARGETS: Emergency Medical Services

Certificate of Accomplishment in Emergency Medical Services	2017-2018		2018-2019		2019-2020	
	Headcount Growth	FTEs Growth	Headcount Growth	FTEs Growth	Headcount Growth	FTEs Growth
Emergency Medical Care	0	0	30	9.14	45	13.71
Emergency Operations	0	0	30	9.14	45	13.71
TOTALS:	0	0	60	18.28	90	27.42

Certificate of Accomplishment in Environmental Health and Safety: Hazardous Materials Technician

The Certificate of Accomplishment in Environmental Health and Safety: Hazardous Materials Technician requires the successful completion of 8 units. Students earning this certificate can use their skills to play a more aggressive role than a first responder at the operations level in that they will approach the point of release in order to plug, patch or otherwise stop the release of a hazardous substance. Careers in this area can be found in a variety of public agencies and private corporations.

Sample Required Courses (8 units)

ENVT XXX	Module A – Chemistry	2 units
ENVT XXX	Module B – Applied Chemistry	2 units
ENVT XXX	Module C – Incident Considerations	2 units
ENVT XXX	Module D – Tactical Field Operations	2 units

Certificate of Accomplishment in Environmental Health and Safety: Materials Specialist

The Certificate of Accomplishment in Environmental Health and Safety: Hazardous Materials Technician requires the successful completion of 3 units. Skills in this area parallel those of the hazardous materials technician, however, those duties require a more directed or specific knowledge of the various substances they may be called upon to contain. The hazardous materials specialist would also act as the site liaison with federal, state, local and other governmental authorities regarding site activities.

Sample Required Courses (3 units)

ENVT XXX	Module F – Specialized Mitigation Techniques	1.5 units
ENVT XXX	Module G – Advanced Field Operations	1.5 units

1.3 GROWTH TARGETS: Environmental Health and Safety

Certificate of Accomplishment in Environmental Health & Safety	2017-18		2018-19		2019-20	
	Headcount Growth	FTES Growth	Headcount Growth	FTES Growth	Headcount Growth	FTES Growth
Hazardous Materials Technician	0	0	30	9.14	45	13.71
Hazardous Materials Specialist	0	0	30	9.14	45	13.71
TOTALS:	0	0	60	18.28	90	27.42

Certificate of Accomplishment in Law Enforcement (Fall 2019)

The Certificate of Accomplishment in Law Enforcement is designed as an emphasis within the Associate of Science (A.S.) Degree in Public Safety. This 22.5-unit certificate can be earned separately or as a requirement for the public safety degree. It is designed to satisfy all State of California Peace Officer Standards and Training (POST) requirements for students wanting to be hired by a law enforcement agency or for newly hired peace officers.

Sample Required Courses (23 units)

LE 310	Introduction to Law Enforcement Academy	0.5 units
LE 320	Basic Law Enforcement Academy	22.5 units

GROWTH TARGETS: Law Enforcement

None (Existing Courses)

1.4 NEW COURSES SUMMER 2017 – SPRING 2020

FIRE TECHNOLOGY

New Courses: Fire Technology	2017-2018		2018-2019		2019-2020	
	Headcount Growth	FTES Growth	Headcount Growth	FTES Growth	Headcount Growth	FTES Growth
Auto Extrication	0	0	0	0	15	0.77
Company Officer 2A	0	0	15	1.14	0	0
Company Officer 2B	0	0	15	1.14	0	0
Company Officer 2C	0	0	0	0	15	1.14
Company Officer 2D	0	0	0	0	15	1.14
Confined Space Rescue Tech Update	0	0	15	0.69	0	0
Fire Fighter Safety and Survival	0	0	0	0	15	0.46
Fire Control 3B	0	0	0	0	15	0.69
Rescue Systems 2	0	0	15	1.14	15	1.14
Rope Rescue Response Rodeo	0	0	15	0.69	15	0.69
Trench Rescue Technician Update	0	0	15	1.14	0	0
Truck Company Operations Academy	0	0	15	1.14	15	1.14
TOTALS:	0	0	105	7.08	105	6.40

LAW ENFORCEMENT

New Courses: Law Enforcement	2017-18		2018-19		2019-20	
	Headcount Growth	FTEs Growth	Headcount Growth	FTEs Growth	Headcount Growth	FTEs Growth
Custody Academy	0	0	30	13.72	45	20.58
Patrol Bicycle	0	0	30	2.28	45	3.42
Patrol Rifle	0	0	30	0.92	45	1.38
POST Requalification Basic	0	0	30	7.78	45	11.67
TOTALS:	0	0	120	24.7	180	37.05

1.5 SUMMARY OF NEW PROGRAMS AND COURSES

Summary of New Programs and Courses	2017-2018		2018-2019		2019-2020		2018-19	2019-20
	Headcount Growth	FTEs Growth	Headcount Growth	FTEs Growth	Headcount Growth	FTEs Growth	Apportionment	Apportionment
A.S. Degree in Public Safety	0	0	90	45.24	195	105.56	\$213,695.21	\$498,622.16
Certificate of Accomplishment in EMS	0	0	60	18.28	90	27.42	\$86,347.23	\$129,520.84
Certificate of Accomplishment in EH&S	0	0	30	36.57	60	64.00	\$172,741.69	\$302,309.76
New Courses: Fire Technology	0	0	120	7.09	105	6.40	\$33,490.25	\$30,230.98
New Courses: Law Enforcement	0	0	120	24.7	180	37.05	\$116,672.67	\$175,009.01
TOTALS:	0	0	420	131.88	630	240.43	\$622,947.05	\$1,135,692.74

1.6 RESTRUCTURED PROGRAMS

Minimal Growth Projected

To promote continuous quality improvement, all programs within the Public Safety Department were assessed during the fall 2015 semester. This assessment examined the number of certificates and degrees awarded, course headcounts, course FTES, staffing, and financials. Results of this assessment were shared with industry professionals and it was determined that two programs should be restructured to better serve students and the needs of the associated industries: Emergency Medical Services and Wildland Fire Technology.

Associate of Science (A.S.) Degree in Emergency Medical Service

The existing Associate of Science (A.S.) Degree in Emergency Medical Services will be restructured to better meet the needs of industry. Core requirements for the degree will include new courses in patient and airway management, trauma emergencies, and special patient management in addition to existing courses in first aid and safety and principles of emergency management.

Sample Core Courses (15 units)

EMS 102	First Aid and Safety (existing)	3 units
EMS 130	Principles of Emergency Management (existing)	3 units
EMS XXX	Patient Assessment and Airway Management (new)	3 units
EMS XXX	Trauma Emergencies (new)	3 units

EMS XXX Special Patient Populations (new) 3 units

Certificate of Accomplishment in Wilderness EMS

The Certificate of Accomplishment in Wilderness EMS is designed as an emphasis within the Associate of Science (A.S.) Degree in Emergency Medical Services. This 15-unit certificate can be earned as part of the emergency medical services degree. Careers in this area can be found in a variety of public agencies and nonprofit organizations.

Sample Required Courses (15 units selected from courses below)

EMS 307	Wilderness First Aid & Survival	2 units
EMS 328	Wilderness Travel	1.5 units
EMS 337	Aircraft Search Technology and Techniques	2 units
EMS 338	Land Navigation	1.5 units
EMS 347	Search & Rescue Management	2 units
EMS 350	Essentials of Search and Rescue	3 units
EMS 360	Man Tracking I	0.5 units
EMS 362	Man Tracking II	0.5 units
EMS 378	EMT Wilderness Transition	2.5 units
EMS 388	Searching with K-9 Teams	2.5 units

Associate of Science (A.S.) Degree in Wildland Firefighting

The Associate of Science (A.S.) degrees in Wildland Firefighting will be restructured to better meet the needs of industry. Core requirements for the degree will be comprised of existing courses. These core courses will further support the addition of two new certificate programs: Wildland Firefighting: Single Resource Boss and Wildland Firefighting: Division Chief. Required courses for these certificates will also be comprised of existing courses.

Existing programs in Wildland Firefighting Operations (A.S. & Certificate of Achievement); Wildland Firefighting Prevention, Investigation, Prescribed Burning (A.S. & Certificate of Achievement); and Wildland Firefighting Logistics, Finance, Planning (A.S. & Certificate of Achievement) will be retired.

Sample Core Courses (15 units)

WFT 101	Wildland Fire Behavior	3 units
WFT 102	Wildland Fire Fighter Safety and Survival	3 units
WFT 103	Wildland Operations (Ground, Air)	3 units
WFT 104	Wildland Public PIO, Prevention & Investigation	3 units
WFT 105	Wildland Fire Logistics, Finance, and Planning	3 units

Certificate of Accomplishment in Wildland Firefighting: Single Resource Boss

The Certificate of Accomplishment in Wildland Firefighting: Single Resource Boss is designed as an emphasis within the Associate of Science (A.S.) Degree in Wildland Firefighting. This 15-unit certificate can be earned as part of the emergency medical services degree. Careers in this area can be found in a variety of public agencies and nonprofit organizations.

Sample Required Courses (15 units)

WFT 301	Intro to Incident Command System I-100	0.5 unit
WFT 302	Basic Incident Command System I-200	0.5 unit
WFTO 311	Firefighter Training S-130	2.0 units
WFTO 312	Advanced Firefighter Training S-131	0.5 unit

WFTO 313	Introduction to Wildland Fire Behavior S-190	0.5 unit
WFTO 316	Fire Operations in the Urban Interface S-205-S-215	2.0 units
WFTO 317	Portable Pumps and Water Use S-211	0.5 unit
WFTO 318	Wildland Powersaws S-212	1.5 units
WFTO 321	Crew Boss (Single Resource) S-230	0.5 unit
WFTO 325	Firing Methods & Procedures S-234	0.5 unit
WFTO 329	Fire Business Management Principles S-260	0.5 unit
WFTO 330	Basic Air Operations S-270	1.0 unit
WFTO 332	Intermediate Wildland Fire Behavior S-290	2.0 units
WFTO 363	Followership to Leadership L-280	1.0 unit
WFTP 311	Introduction to Wildfire Prevention P-101	2.0 units

Certificate of Accomplishment in Wildland Firefighting: Division Chief

The Certificate of Accomplishment in Wildland Firefighting: Division Chief is designed as an emphasis within the Associate of Science (A.S.) Degree in Wildland Firefighting. This 15-unit certificate can be earned as part of the emergency medical services degree. Careers in this area can be found in a variety of public agencies and nonprofit organizations.

Sample Required Courses (XX units)

WFT 303	Intermediate Incident Command System I-300-ICS-300	1.5 units
WFT 304	Advanced Incident Command System I-400-ICS-400	1.0 unit
WFTO 314	Initial Attack Incident Commander S-200	1.0 unit
WFTO 333	Incident Commander, Multiple Resources S-300	1.0 unit
WFTO 335	Task Force/Strike Team Leader S-300	1.5 units
WFTO 337	Division/Group Supervisor S-339	1.0 unit
WFTO 344	Intro to Wildland Fire Behavior Calculations S-390	2.0 units
WFTO 354	Facilitative Instructor M-410-PMS-925	2.0 units
WFTO 364	Incident Leadership L-381	2.0 units
WFTO 365	Fireline Leadership L-380 (new or revived)	2.0 units

1.7 DEVELOPMENT AND IMPLEMENTATION TIMELINE

Development and Implementation Timeline			
New Programs and Courses	2017-18	2018-19	2019-20
A.S. Degree in Public Safety (Core Courses)	○	●	
Disaster Preparedness and Response (Certificate)	○	●	
Homeland Security (Certificate)	○	●	
Humanitarian Relief (Certificate)	○	○	●
Search and Rescue (Certificate)	○	○	●
Emergency Medical Care (Certificate)	●		
Emergency Operations (Certificate)	●		
Hazardous Materials Technician (Certificate)	○	●	
Hazardous Materials Specialist (Certificate)	○	●	
Law Enforcement (Certificate)	○	●	
Law Enforcement (New Courses)	○	●	
Fire Technology (New Courses)	○	●	
A.S. Degree in Emergency Medical Services (Restructured)	●		
Wilderness EMS (Certificate)	●		
A.S. Degree in Wildland Firefighting (Restructured)	○	●	
Wildland Firefighting: Single Source Boss (Certificate)	○	●	
Wildland Firefighting: Division Chief (Certificate)	○	●	

○ = Development ● = Implementation

1.8 CONTRACT EDUCATION

The specialized and customized training needs of business, industry, and public and private agencies are served by the district's contract education efforts. These efforts are managed by the Extended Campus and headquartered at the Lompoc Valley Center. In the last five years the college has trained 1,396 employees from 44 companies and 19 public agencies. Trainees during this period came from 16 different U.S. states and 12 foreign countries to participate in a number of diverse seminars, mainly those designed for the oil and gas industry.

Safety seminars offered to employees of upstream, midstream, and downstream energy companies across the United States and the world have included Benzene Safety Awareness; Cal Ops Site Orientation for ExxonMobil (modules covered are Work Management Systems (WMS), Working at Heights (WAH), Job Safety Analysis (JSA), and SEMS II); EMS Safety Services First Aid, CPR & AED; Fire Behavior Level III: Flammable and Combustible Liquids; Lithium Ion Battery Safety Awareness; and Respiratory Protection and QNFT Fit Testing.

The college also provides Petroleum Education Council (PEC) accredited courses in SafeLandUSA and SafeGulf and the 4-hour H2S safety training called H2S Clear designed to meet the most comprehensive standards for H2S (American National Standards Institute(ANSI) 390), as well as the new ANSI requirements.

In 2015 the college entered into a contract with the U.S. Department of Justice to provide a highly successful welding program at the United States Penitentiary in Lompoc. The first cohort completed this program in February 2016 and it now serves as a model education program for prisons throughout the United States.

Training seminars for First Responders have included Arrest and Control (ARCON), Collision Avoidance, Emergency Vehicle Operations Course (EVOC), Firearms-Tactical Rifle, Force Options Simulator (FOS), and Law Enforcement Driving Simulator (LEDS).

Environmental Training Center

Supported in part by grants through the Workforce and Economic Development Division of the California Community Colleges Chancellor's Office, the Environmental Training Center (ETC) at Allan Hancock College provides high quality environmental health and safety training and assists small-to-medium-sized businesses in addressing their environmental compliance needs. The ETC offers low-cost or free technical assistance and affordable, customized, on-site training. The ETC also serves as a liaison between a business and government agencies and provides services designed to mitigate the impact of environmental health and safety regulations. ETC also collaborates with professional associations, Cal-EPA, Federal EPA, FEMA, OES, Department of Health and many other federal and state agencies to provide training.

2 HUMAN RESOURCES

2.1 OUTSIDE AGENCY REQUIREMENTS FOR STAFFING

Law Enforcement Training

While California Peace Officer Standards and Training once delineated very prescriptive faculty to student ratios in several learning domains (ex. EVOC, Fire Arms, Arrest and Control), the 2007 Guidelines for Student Safety in Certified Courses² provides general guidance for instructional staff-to-student ratios. For the most part, the Guidelines language generally states, "Presenters shall establish the appropriate instruction staff-to-student ratios for [each learning domain]," leaving the District to determine its staffing ratios for each learning domain. Guidelines language for higher risk learning domains (EVOC, Fire Arms, and Arrest and Control) does suggest reducing the faculty to student ratio when conducting higher risk exercises, but it does not prescribe what those ratios should be.

POST is more prescriptive in the requirements for law enforcement academy management and support staffing. The January 2016 revision of the Basic Course Certification Review (BCCR) Guide³, recommends the following:

At a minimum, the Academy director and/or coordinator should be assigned to full-time supervision of the Academy program.

Adequate clerical support staff is assigned to Academy. The Academy should have sufficient clerical staff to support the administrative functions of the program

Staffing ratios: 1:25 Recruit Training Officers to students is the recommended maximum span of control. Recruit Training Officers' duties include daily supervision of recruits and all involved activities, providing feedback and counseling to students, and evaluating and documenting student performance and conduct.

Fire Academy, EMS, and Wildland Fire

The 2008 State Fire Training Procedures Manual⁴ details the minimum qualifications required for the primary instructor of each class as well as the requirement for management and support of the program itself as described below:

(2) Section 4.02: Criterion B – Management.

(a) Management services are provided to support instructional programs.

(b) Performance Objectives:

1. Appoint an individual with five years fire service experience to manage the ARTP.
2. Provide clerical support sufficient to meet the needs of the program.

² https://www.post.ca.gov/Data/Sites/1/post_docs/training/BCCRMaterials/UsefulLinks/Student_Safety_Guidelines.pdf

³ https://www.post.ca.gov/Data/Sites/1/post_docs/training/BCCRMaterials/AcademyMaterials/BCCRchecklist.pdf

⁴ <http://osfm.fire.ca.gov/training/pdf/Procedures%20Manual/SFTProceduresManual.pdf>

The May 2015 Cal Fire Course Information and Required Materials⁵ document provides specific instructor to student ratios for particular classes. For instance, Wildland Incident Operations requires a student/instructor ratio of 32:1 (lecture) and 10:1 (lab).

2.2 HISTORICAL DATA

Efficiency

Staffing data for historical programs can be expressed in FTES (Full-Time Equivalent Student) to FTEF (Full-Time Equivalent Faculty) ratios, or 'how many FTES generated per FTEF.' While instructional programs are not necessarily expected to generate enough FTES to cover all associated cost, FTES generated apportionment should cover direct staffing costs.

FULL-TIME EQUIVALENT STUDENT (FTES) – FTES is a standard statewide measure of student enrollment at an academic department or an institution. FTES is a key performance indicator, productivity measure, and funding rate. FTES represents neither student headcount nor student enrollment, but it is a conceptual measure of student enrollment. The formula to calculate FTES is expressed by the equation below:

$$\text{FTES} = (\text{Census enrollment} \times \text{Weekly student contact hours} \times \text{Term Length Multiplier}) / 525$$
 where TLM = 16.5

Example: FTES for a 3 unit class with 30 students enrolled at census FTES = $(30 \times 3.38 \text{ hours/week} \times 16.5 \text{ weeks/semester}) / 525 = 3.19$

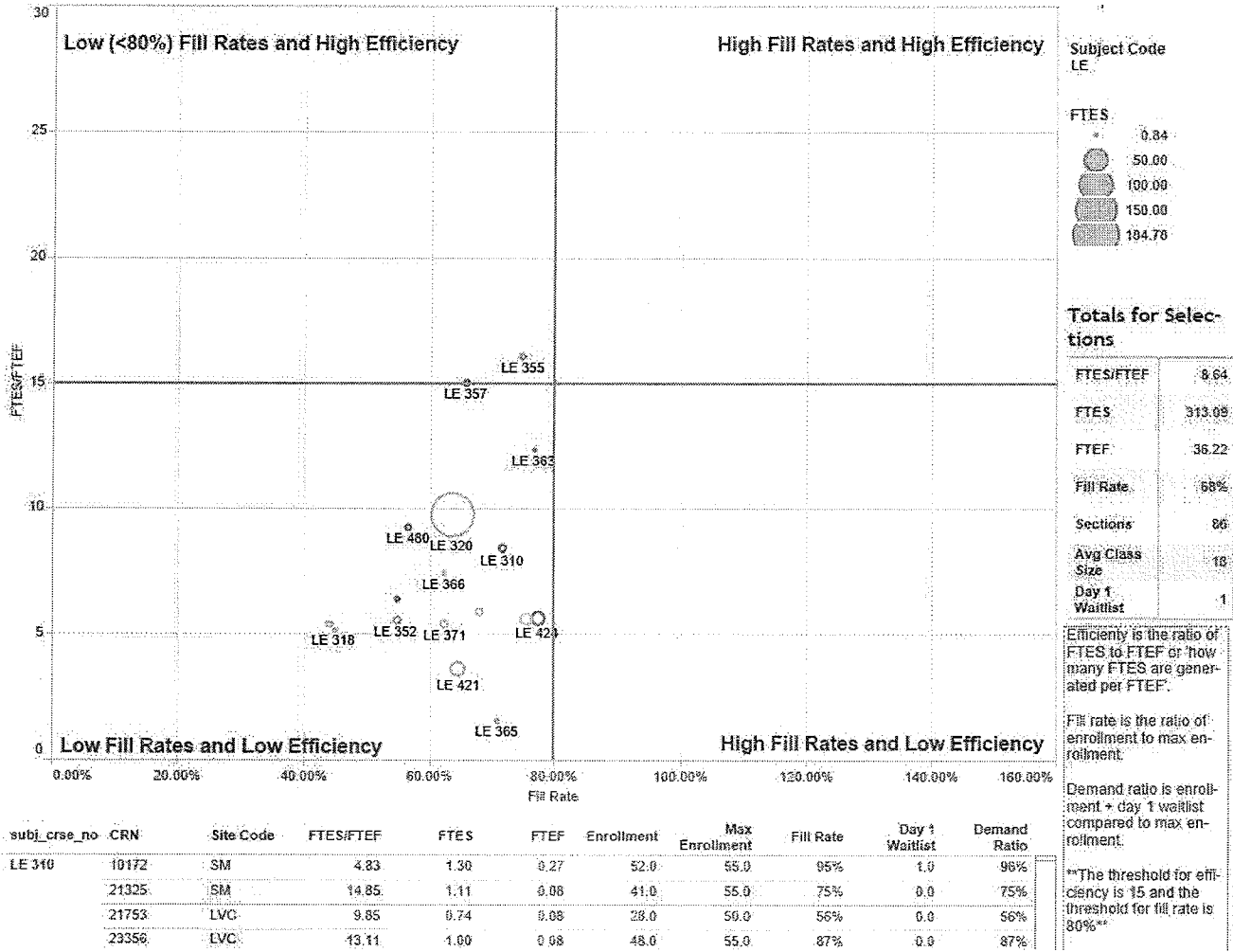
FULL-TIME EQUIVALENT FACULTY (FTEF) – In a FTEF, a faculty member's actual workload is standardized against the teaching load. Thus, FTEF does not represent an actual number of faculty members; it is a conceptual measure workload at an academic department or an institution. The formula to calculate FTEF is expressed by the equation below:

$$\text{FTEF} = \text{WFCH} / \text{Contract teaching load of the discipline}$$
 where WFCH = standard course hours Example: $3/15 = 0.20$

Efficiency data for each of the programs since summer of 2013 (when data was available) is provided below:

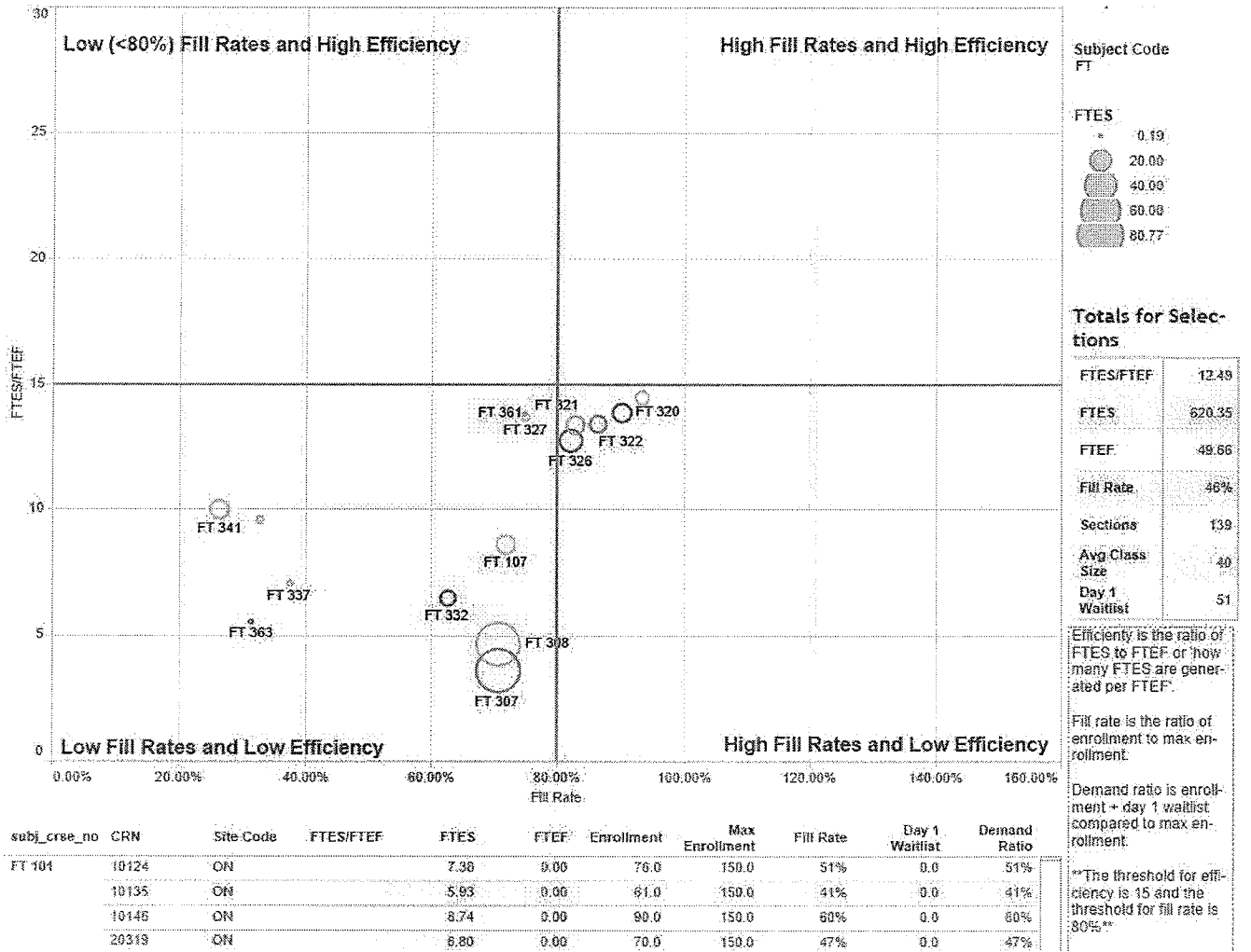
⁵ <http://osfm.fire.ca.gov/training/pdf/CIARM.pdf>

LAW ENFORCEMENT



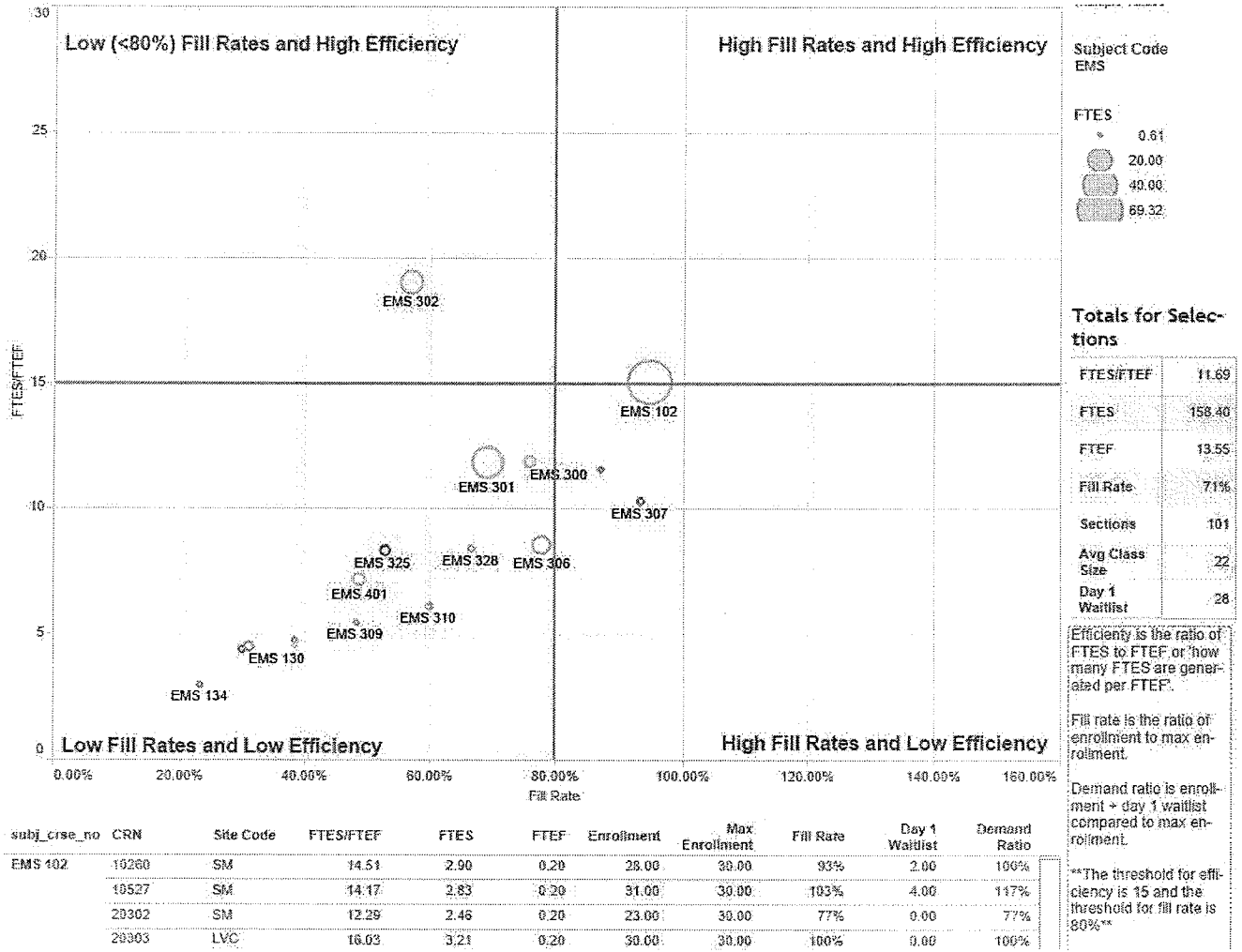
LE 320 is the Law Enforcement Academy. While it generates a relatively large amount of FTES, it remains inefficient. In 2015, the LE Academy FTES:FTEF was 7.45.

FIRE TECHNOLOGY



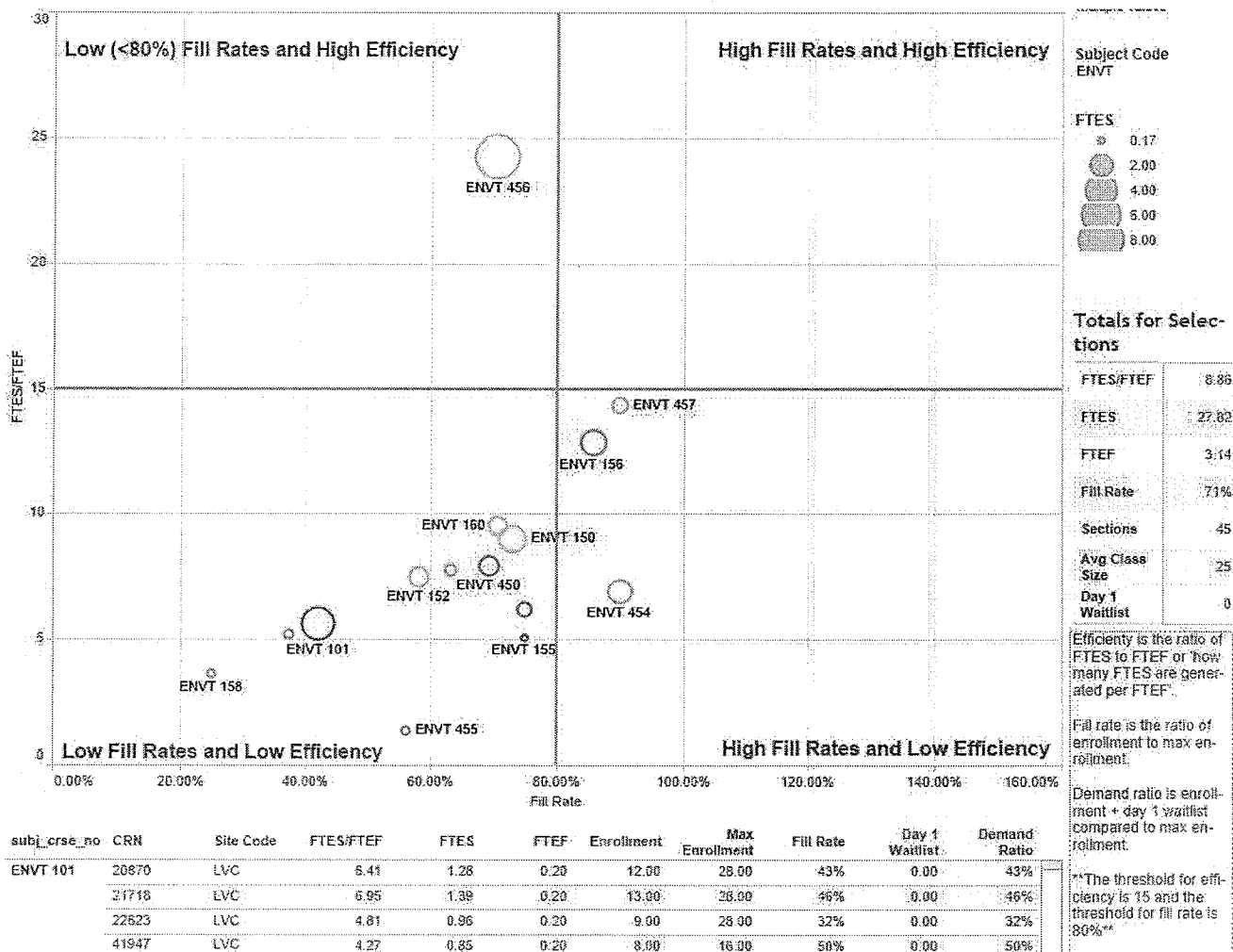
FT 307 and 308 are the Fire Academy courses (1A & 1B). While the Academy generates a relatively large amount of FTES, it remains inefficient. In 2015, FTES:FTEF for 1A was 3.73 and for 1B was 4.95.

EMERGENCY MEDICAL SERVICES



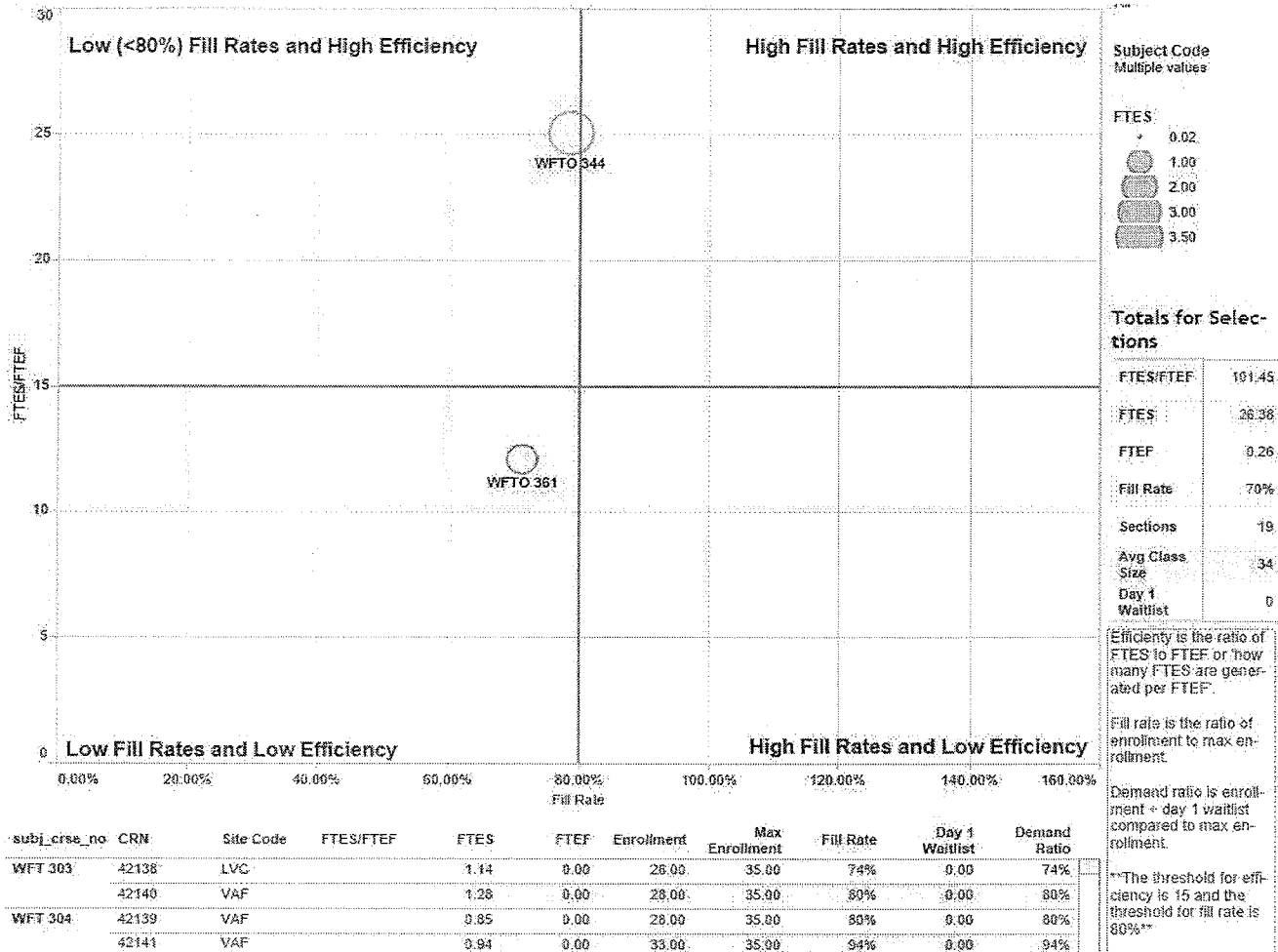
EMS 102, First Aid & Safety, is the programs' largest generator of FTEs and is moderately efficient. It provides students with the opportunity for American Heart Association "Heartsaver" CPR and automated external defibrillator training as well as FEMA Community Emergency Response Team training.

ENVIRONMENTAL HEALTH AND SAFETY



ENVT 456 is the First Responder Refresher course. It generates a relatively large amount of FTES and is efficient (at 22.94 FTES:FTEF in 2015), but fill rates could be improved.

WILDLAND FIRE



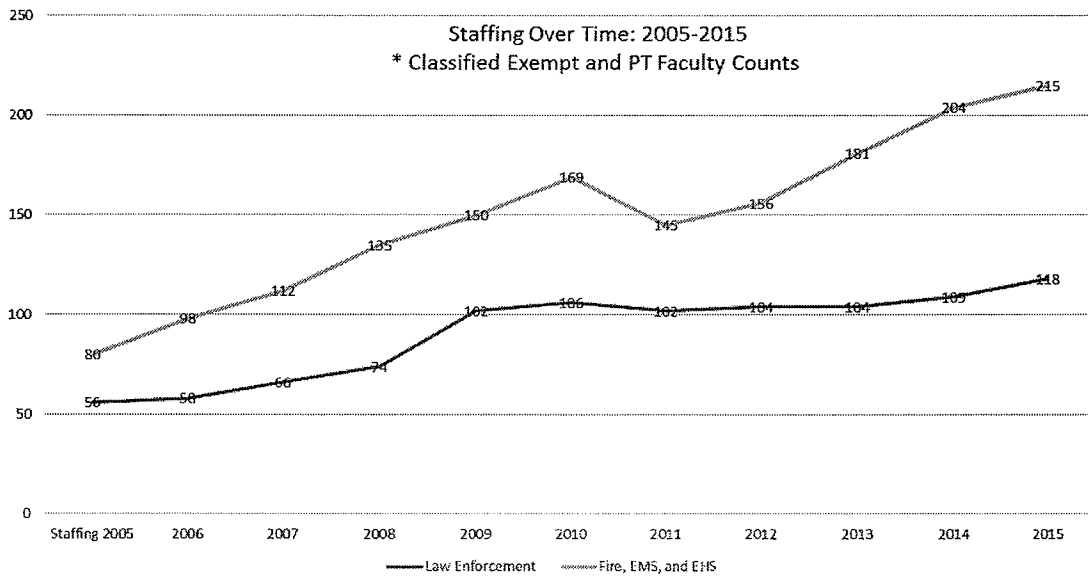
Of the five disciplines in the Public Safety program, Wildland Fire 344, Introduction to Wildland Fire Behavior Calculations, has the greatest fill rates and efficiency at 25.02 FTES:FTEF.

Summary of Efficiency

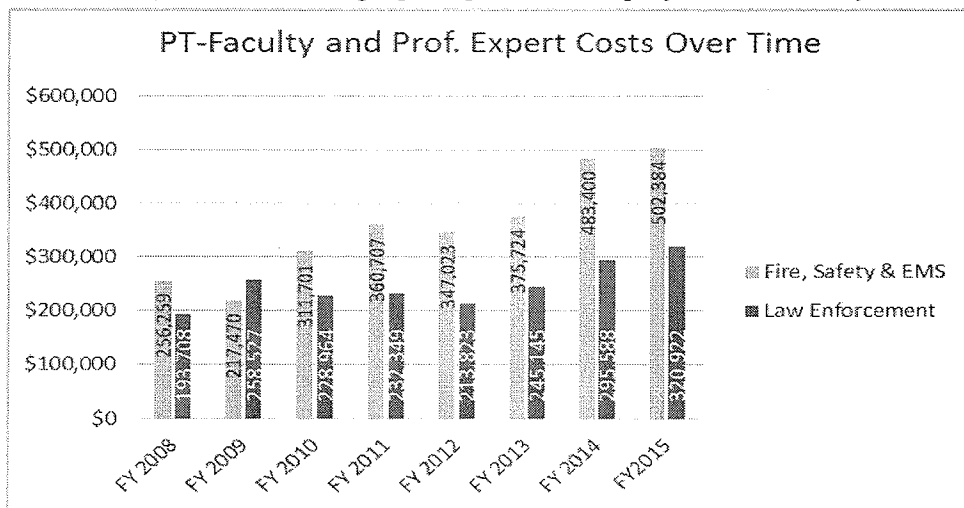
As evidenced by the efficiency graphs above, the Public Safety department has experienced low efficiency across all disciplines.

Temporary Employees

The cost of Public Safety part-time faculty increased from the 2013-2014 and 2014-2015 academic years at \$529,268.98 versus \$584,736.69 respectively⁶. These costs increased again from fall 2015 to spring 2016 as demonstrated in the program-specific tables below. In 2015, staff began a review of staffing levels in the programs that comprise the Public Safety Training Complex, including 333 professional experts and part-time faculty (a number of whom were on call). The review focused on ensuring that these employees were correctly categorized. Of particular concern were any employees serving simultaneously as professional experts and part-time faculty.



(The above line graph represents employee headcount)



⁶ Appendix B: Department Budget for Part-Time Faculty provided by Office of Finance and Administration.

Staffing expenses for all groups (administrators, faculty, and classified staff (including classified exempt)) for FY 2014-2015 totaled \$2,161,650.

Changes to Permanent Staff

Following the retirement of the Associate Dean of Public Safety, the college restructured the management of the public safety department via the shared governance and collegial consultation processes. The Associate Dean of Public Safety position was meant to be a temporary position to help with the transition of the public safety programs from south campus in Santa Maria to the new Lompoc Valley Center facility, including outreach and program development. In spring 2015, the college created two Director positions from the funding for the Associate Dean position: Director of Law Enforcement and Director of Fire, Safety, and EMS. The creation of these Director positions created a vacancy upon promotion within the Law Enforcement program of the Coordinator of Perishable Skills.

That vacancy is in addition to another previously existing vacancy within the Law Enforcement program of the Advanced Officer Training position.

2.3 STAFFING HOURS (AY 2015-2016) BY DISCIPLINE BY SEMESTER

As demonstrated in detail and by discipline in the tables below and as reflected in the increase in staffing costs (illustrated above), the staffing hours in the Public Safety programs have increased from fall 2015 to spring 2016 as follow:

Program	Fall 2015	Spring 2016
LE	11.65	17.22
Fire Tech	18.97	19.32
EMS	5.68	5.51
ENVT	0.73	1.54
Wildland Fire	0	0
Total FTE Staff Hours	37.03	43.59

The conversion of total hours for employees for that year is as follows:

(CRD = Coordination time; FTF = Full-Time Faculty; PT Fac = Part-Time Faculty; NIA = Non-instructional Time)

LAW ENFORCEMENT

Law Enforcement Fall 2015							
Type of Employee	CRD Hours	FTF Lecture Hours	FTF Lab Hours	PT Fac Lecture Hours	PT Fac NIA Hours	PT Fac Lab Hours	Prof. Expert Hours
FT Conversion Hours	1.30	0.11	0.56	3.63	0.35	4.44	1.26
Law Enforcement Full-Time Equivalent Staff = 11.65							
Law Enforcement Spring 2016							
Type of Employee	CRD Hours	FTF Lecture Hours	FTF Lab Hours	PT Fac Lecture Hours	PT Fac NIA Hours	PT Fac Lab Hours	Prof. Expert Hours
FT Conversion Hours	2.03	0.11	0.56	8.18	0.14	4.94	1.26
Law Enforcement Full-Time Equivalent Staff = 17.22							

FIRE TECHNOLOGY

Fire Technology Fall 2015							
Type of Employee	CRD Hours	FTF Lecture Hours	FTF Lab Hours	PT Fac Lecture Hours	PT Fac NIA Hours	PT Fac Lab Hours	Prof. Expert Hours
FT Conversion Hours	0.84	1.23	0.06	4.06	0.00	6.29	6.49
Fire Full-Time Equivalent Staff = 18.97							
Fire Technology Spring 2016							
Type of Employee	CRD Hours	FTF Lecture Hours	FTF Lab Hours	PT Fac Lecture Hours	PT Fac NIA Hours	PT Fac Lab Hours	Prof. Expert Hours
FT Conversion Hours	0.84	1.23	0.06	4.41	0.00	6.29	6.49
Fire Full-Time Equivalent Staff = 19.32							

EMERGENCY MEDICAL SERVICES

EMS Fall 2015							
Type of Employee	CRD Hours	FTF Lecture Hours	FTF Lab Hours	PT Fac Lecture Hours	PT Fac NIA Hours	PT Fac Lab Hours	Prof. Expert Hours
FT Conversion Hours	0.5	1.15	0.35	1.01	0	0.03	2.64
EMS Full-Time Equivalent Staff = 5.68							
EMS Spring 2016							
Type of Employee	CRD Hours	FTF Lecture Hours	FTF Lab Hours	PT Fac Lecture Hours	PT Fac NIA Hours	PT Fac Lab Hours	Prof. Expert Hours
FT Conversion Hours	0.41	1.75	0.41	0.35	0	0	2.59
EMS Full-Time Equivalent Staff = 5.51							

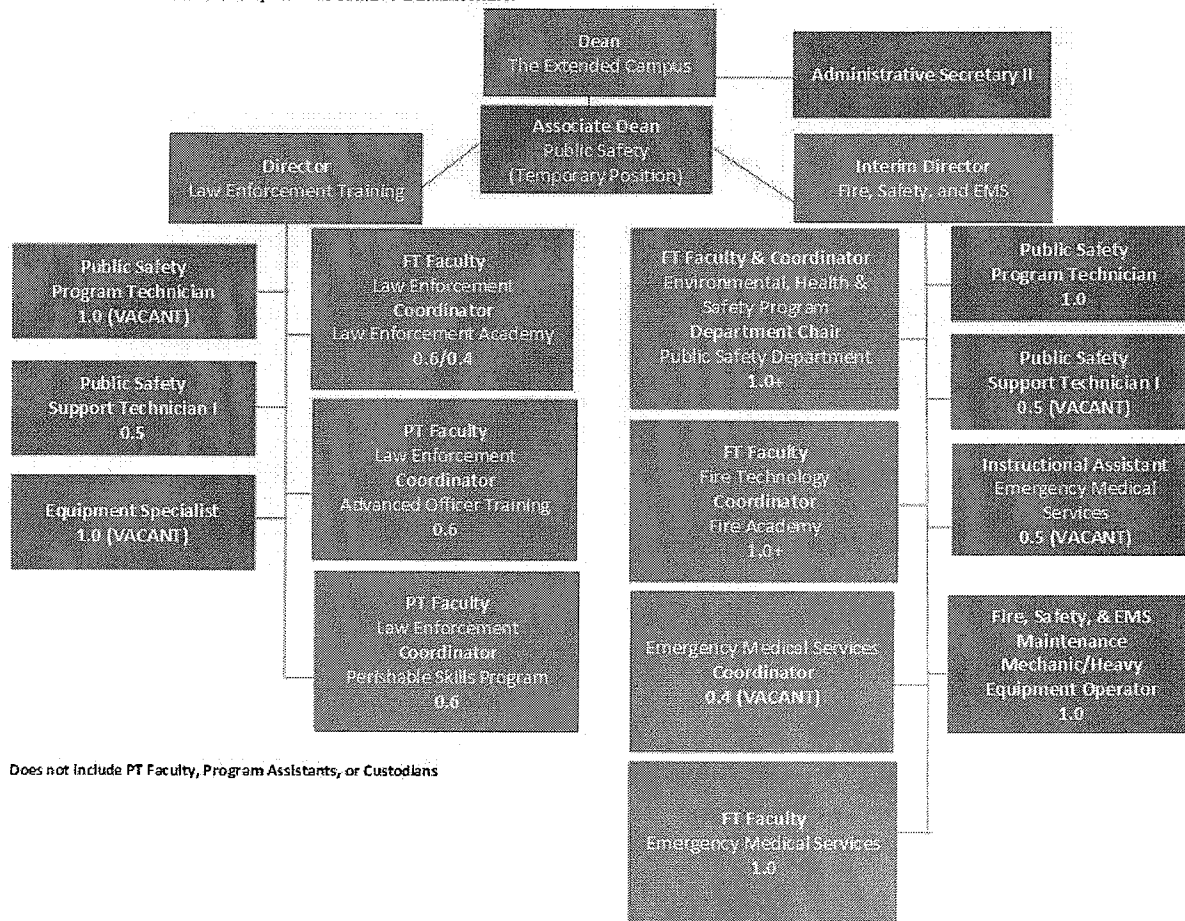
ENVIRONMENTAL HEALTH AND SAFETY

ENVT Fall 2015							
Type of Employee	CRD Hours	FTF Lecture Hours	FTF Lab Hours	PT Fac Lecture Hours	PT Fac NIA Hours	PT Fac Lab Hours	Prof. Expert Hours
FT Conversion Hours	0.24	0.47	0	0	0	0	0.02
ENVT Full-Time Equivalent Staff = 0.73							
ENVT Spring 2016							
Type of Employee	CRD Hours	FTF Lecture Hours	FTF Lab Hours	PT Fac Lecture Hours	PT Fac NIA Hours	PT Fac Lab Hours	Prof. Expert Hours
FT Conversion Hours	0.52	0.77	0	0.15	0	0.08	0.02
ENVT Full-Time Equivalent Staff = 1.54							

WILDLAND FIRE (*Zero FTEF is due to ISAs & inclusion of FTEF in Fire Academy)

WFT Spring 2016							
Type of Employee	CRD Hours	FTF Lecture Hours	FTF Lab Hours	PT Fac Lecture Hours	PT Fac NIA Hours	PT Fac Lab Hours	Prof. Expert Hours
FT Conversion Hours	0	0	0	0	0	0	0
WFT Full-Time Equivalent Staff = 0							

ORGANIZATION CHART, PUBLIC SAFETY DEPARTMENT



As noted above, the Associate Dean of Public Safety position was meant to be temporary during the department's transition to the Lompoc Valley Center facility and was absorbed into the Director of Fire, Safety, and EMS and Director of Law Enforcement positions. This replaced the recommendation made on page 17 of the Operation Cost Framework, March 2014 (Appendix A). The extent of the need for additional administrative oversight will be evaluated.

2.4 PSTC PERMANENT STAFFING AND REASSIGNED TIME

Classified Positions		
Spring 2016 FTE	Current Position	Range
1	Equipment Specialist	Range 20A, \$3284/mo
1	Fire, Safety and EMS Maintenance Mechanic/Heavy Equipment Operator	Range 20A, \$3284/mo
1.26 LE, 2.59 EMS, .02 ENVT, 6.5 FIRE = 10.37	Professional Experts - Program Assistants	Varies
2	Public Safety Program Techs	Range 16A, \$2920/mo
1	Public Safety Support Tech I	Range 12A, \$2552/mo
1	Admin Secretary II	Range 19A, \$3190/mo

Full-Time Faculty Positions		
Spring 2016 FTE	Current Position	Reassigned Time
1	Law Enforcement/Coordinator, Law Enforcement Academy	0.60
1	Fire, Safety, and EMS/ Coordinator, Fire, Safety, and EMS	0.60
1	Emergency Medical Services	was 0.40; currently vacant

Management Positions		
Spring 2016 FTE	Current Position	Range
1	Director, Law Enforcement	Range 13 (\$89,767 to 107,131)
1	Director, Fire, Safety, and EMS (Interim)	Range 13 (\$89,767 to 107,131)

Contracts with Outside Agencies		
Spring 2016 FTE	Current Position	Cost to District
1	Recruit Training Officer, Law Enforcement Academy	\$25,000 per academy plus facility use

2.5 STAFFING NEEDS

Prior to determining staffing levels to meet current programmatic needs and growth opportunities, Public Safety department administrators and staff reviewed category options for classified staff as presented in the

Classified School Employees Association #251 Collective Bargaining Agreement in order to determine the proper classifications:

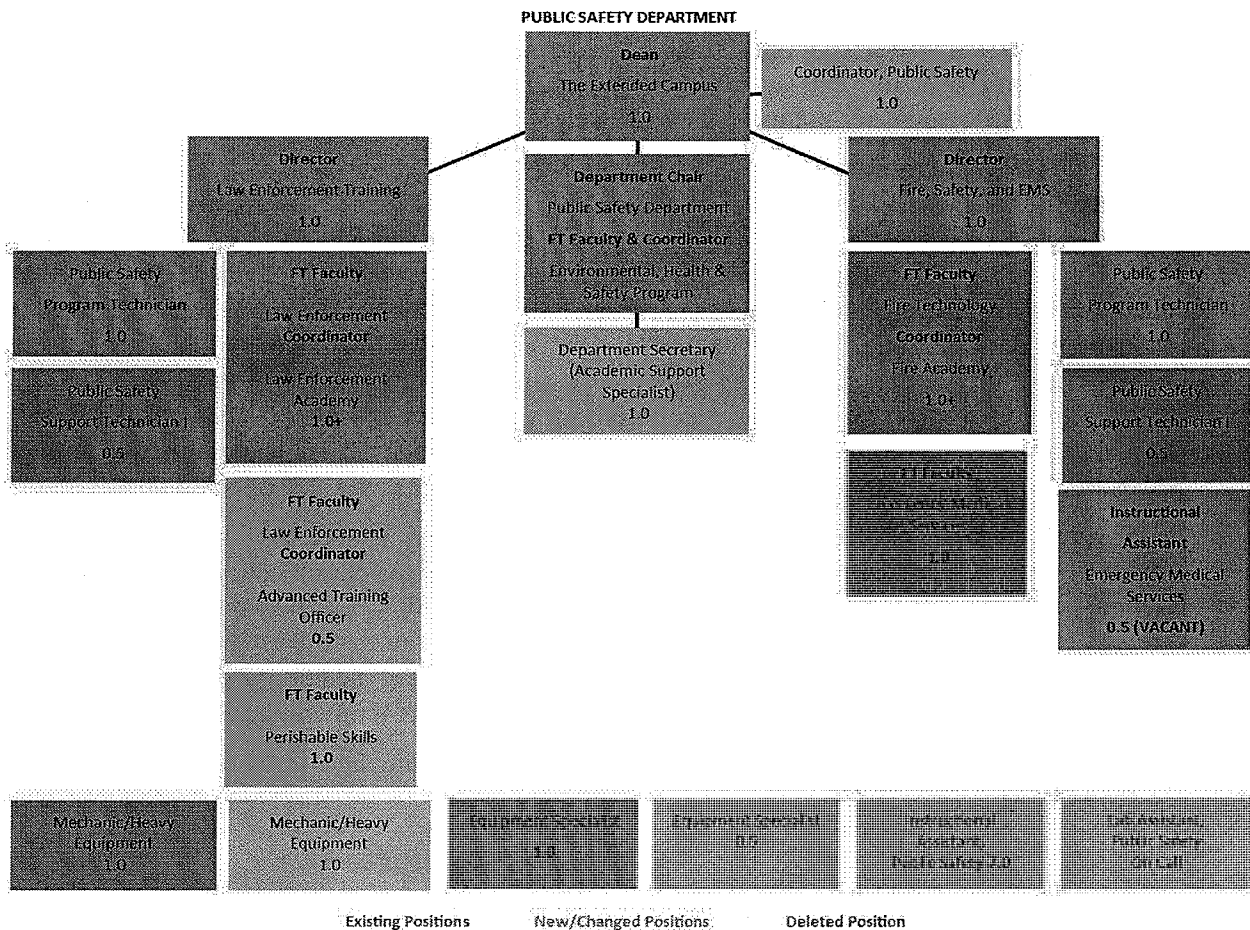
Substitute – “Substitute employee,” means a person employed to replace any classified employee who is temporarily absent from duty. In addition, if the district is then engaged in a procedure to hire a permanent employee to fill a vacancy in any classified position, the district may fill the vacancy through the employment for not more than 100 calendar days. Ed. Code 88003 and [CSEA] CBA Article 22.2

Short-term – “Short-term employee,” means any person employed to perform a service for the district, upon the completion of which, the service required or similar services will not be extended or needed on a continuing basis. Before employing a short-term employee, the district, at a regularly scheduled board meeting, shall specify the service required to be performed by the employee pursuant to the definition of “classification” in subdivision (a) of Section 88001, and shall certify the ending date of the service. The ending date may be shortened or extended by the district, but shall not extend beyond seventy-five (75) percent of a school year. “Seventy-five (75) percent of a college year” means one hundred ninety-five(195) days, including holidays, sick leave, vacation and other leaves of absences, irrespective of number of hours worked per day. Ed. Code 88003

Professional Expert – “Professional Expert,” is an employee with specialized knowledge or expertise not generally required of, or found within, the employee classifications established by the Board pursuant to Section 88001 and recognized in [CSEA] CBA Article 1. The service performed is also described in terms of a discrete and finite project. The term of employment is also finite in nature, meaning that the district need is temporary. The length of service for professional experts is not capped as it is for short-term employees.

PSTC Directors and the Academic Dean proposed the following staffing needs to meet current needs and projected growth:

PROPOSED STAFFING ORGANIZATION CHART



*Does not include part-time faculty, except for Coordinators.

Existing clerical support assigned to LE and Fire will not change; however, the addition of a department-level secretarial position is meant to help to centralize the department.

Classified Staff						
Current Title	Proposed Position Title	Proposed Total FTE	Increased FTE	Range	Total Annualized Increased Cost (Salary+ Benefits)	Hire Timeline
Equipment Specialist	Equipment Specialist	1-1.5	0.5	Range 20A, \$3284/12 mo	\$21,773	Spring 2017
Fire, Safety and EMS Maintenance Mechanic/Heavy Equipment Operator	Heavy Equipment Operator/Mechanic	2	1	Range 20A, \$3284/12 mo	\$64,162	Spring 2017

Professional Expert - Program Assistant	Instructional Assistant, Public Safety	1.5 LE, 1 ENVT, 1 EMS, 3.5 Fire = 6.5	(3.87)	Range 20A, \$3284/10 mo	\$57,351 x 7 = \$401,457 - \$31,098 (funded vacancy) =	Fall 2016
Professional Expert - Program Assistant	Lab Assistant, Public Safety	on call	on call	Range 13A, \$2633/10 mo	*\$29,258 per FTE	As Needed
None	Academic Support Specialist (Dept. Sec.)	1	1	Range 17A, \$3017/10 mo	\$54,022	Fall 2016
Admin Secretary II	Coordinator, Public Safety	1	0	Range 19A, \$3190/mo to 28A	\$6,179	Immediate Reclass
	Total	15	(1.37)		\$545,753	
Existing Funding for Professional Experts					- \$325,000	
From Existing Funding for Part-Time Faculty					- \$220,753	

*The on call Lab Assistant position is a negotiable topic with CESA.

The on call Lab Assistant is estimated at one full-time equivalent employee included non-mandatory health and welfare benefits, which artificially increased the projection.⁷ A more realistic projection might be 20-30 hours of total time per week only during academy instruction that is high-risk and requires additional safety personnel. This time will not be benefited as each employee would work well under 20 hours per week and on a very limited basis. The calculation above does not include non-mandatory benefits.

The following Faculty, Management, and LVC support positions are also recommended:

Faculty & Management			
Position	Status	Date Needed	Cost
FT Faculty, Fire Technology**	Currently Prioritized	ASAP	Funded
FT Faculty, Perishable Skills (LE)	Replacement	based on faculty prioritization	\$93,140
Director, Fire Technology**	Interim, Doug Dickson	June 2017	Funded

Support Positions Needed at LVC	
Plant Services Supervisor/Manager	Restructure
HVAC Tech	Reassign from SM Campus
Carpenter	Reassign from SM Campus
Gardener	Reassign from SM Campus
**Other existing LVC support positions are being restructured in spring 2016 to address all needs. Expected completion, July 2016.	

2.6 RECOMMENDATIONS

In order to address the goals of the plan and to maintain healthy programs, the following staffing goals are recommended:

1. Staff Public Safety program efficiently.
Target: Maintain FTES/FTEF at 17:1 as a minimum.

⁷ Appendix C: Cost estimates for current and proposed positions provided by the Office of Finance and Administration.

2. Determine faculty to student ratios for academy training that maintain student safety and control staffing costs.
3. Maintain a cap on staffing costs until FTES growth necessitates growth and balances the increase with increased apportionment.

Target: Per the Finance section of this plan, “rationalization and consolidation in staffing is expected to increase costs during the staffing transition in Fiscal Year 2016-2017 by \$86,500 and on-going savings of \$137,500 per year will be realized beginning with Fiscal Year 2017-18 forward.”

4. Review the need for administrative oversight at the PSTC/LVC.
5. Develop a recruitment process for hiring and onboarding new part-time faculty and professional experts.
6. Ensure the utilization of the department chair position.

3 FACILITIES

3.2 FACILITIES OVERVIEW

January 2014 saw the start of classes at the Public Safety Training Complex, Lompoc Valley Center with partial use of the facilities. This section of the report will provide an overview the Public Safety Training Complex facilities, cover the intended use of the facilities and the board of trustee's authority to permit entities to use District facilities, identify who is using specific facilities and their frequency of use (utilization), and identify when the facilities are available (available capacity).

The Public Safety Training Complex encompasses 104,340 square feet on approximately 68-acres of land adjacent to the initial Lompoc Valley Center facilities. Occupied in 1999, the initial

Lompoc Valley Center facilities include 65,464 square feet, thus bringing the total square footage to 169,804 on 205 acres. The training facilities consist of administration/classroom, vehicle apparatus, residential prop burn buildings, a six-story fire training tower, shooting range, fire training and law enforcement training ground elements, and an Emergency Vehicle Operations Course (EVOC).

Although the shooting range is mentioned in the facilities overview section, the ballistic baffle system continues to be under construction; therefore, utilization and available capacity of the shooting range is not part of this report.

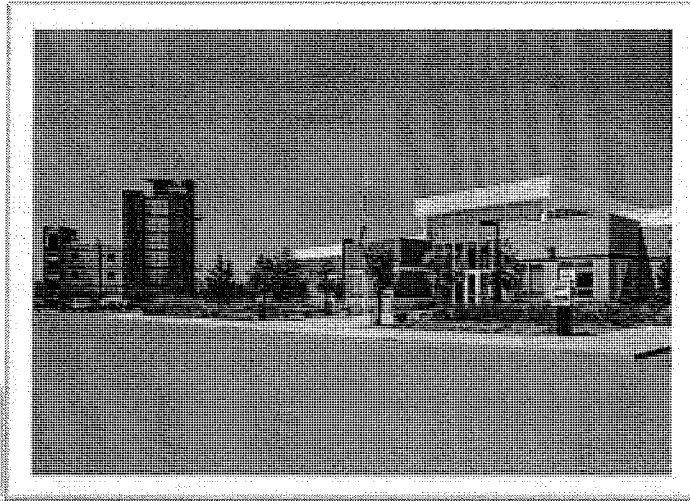
In order to lay a foundation to establish revenue targets the utilization and available capacity, discussion will focus on the Emergency Vehicle Operations Course (EVOC) Track, EVOC skid pad, scenario village, running track and field, fire tower, and class A burn building. Utilization of the above-mentioned facilities includes the time period of September 2014 through January 2016.



Public Safety Training Complex Site

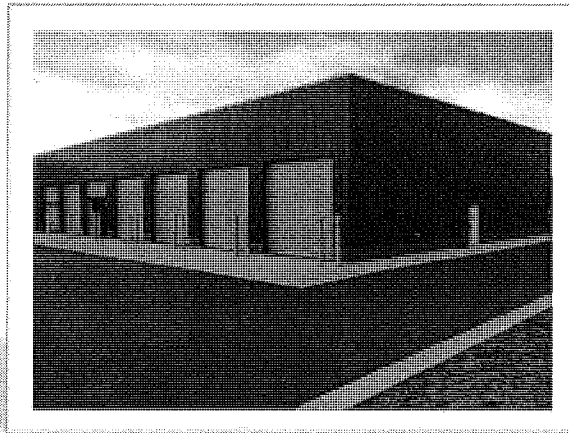
Administration/Classroom Building: 37,578 SF

The main building includes administration offices, classrooms, and labs. This multi-use building supports all of the functions for law enforcement, fire, environmental (HAZMAT), and emergency medical. Within the building are all elements associated with the training and teaching of students including exercise, defensive tactics, and locker rooms, high-tech classrooms, teaching labs, and a mock fire apparatus bay.



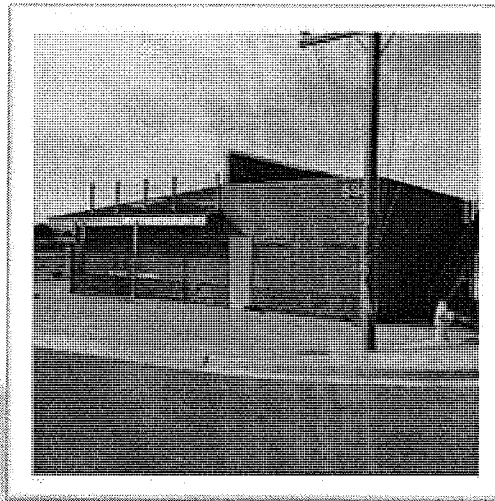
Apparatus Vehicle Storage Building: 12,287 SF

The apparatus building is designed for the storage of the programs' multiple fire training vehicles including fire trucks, emergency medical/rapid response vehicles, and HAZMAT trailers. The building is equipped with modern vehicle exhaust extraction systems to provide a safe environment. Other areas include secure storage for the multiple disciplines and an office.



Class A Burn Building – Residential: 1,236 SF

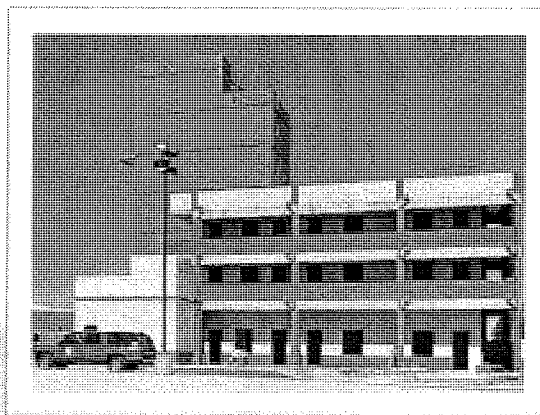
The residential burn prop structure is a single-story building designed for the training in live Class “A” fires. All rooms in the building will accommodate fire training. The multiple application roof has both the typical pitched roof as found on basic residential homes and a flat roof area similar to an industrial structure. Both roofs offer breaching props to the live fire below in order to simulate real world environments. The building utilization is limited to non-live fire training until additional thermal panels are installed and doors are replaced.



Six-Story Fire Training Tower: 10,358 SF

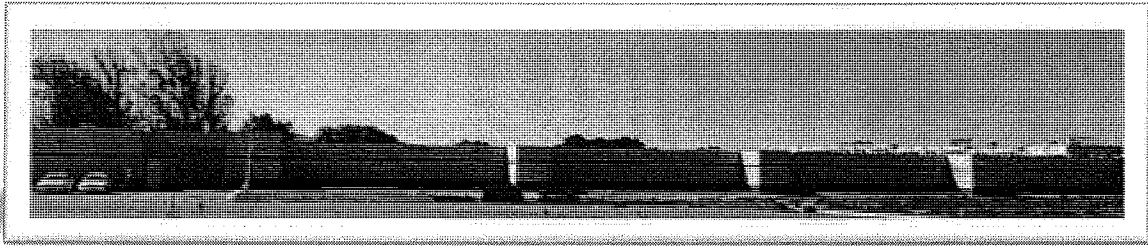
The training tower is a six-story building with many configurable rooms that can be staged for a variety of training scenarios. Skills training can include high-rise, industrial, commercial, and residential activities. There are two computerized interior live fire burn props including a bedroom prop with rollover effect and a 60’-long hallway flash-over.

Environmentally friendly artificial smoke can be pumped through the building. The nature of the burn rooms allow for the quick turn-around of training evolutions. Stairwells have standpipes and the structure includes an elevator shaft mockup, and a collapsed structure space. Moveable partitions create maze rooms.



Shooting Range: 42,881 SF

This multi-function building is located adjacent to the driving areas. The two-bay vehicle repair portion allows for the ongoing repair and maintenance of the driver training vehicles. The administration area provides offices, break room, storage, and a shooting range control room. The shooting range is a fully baffled, 20-lane x 100-yard range offering state-of-the-art features such as wireless target controls, multiple lighting effects, full-trap containment and lead recovery, air circulation, and filtration. Other designated areas within the range include weapons cleaning, armory, and a weapons repair shop. The shooting range is currently not in use as ballistic baffle system continues to be under construction.

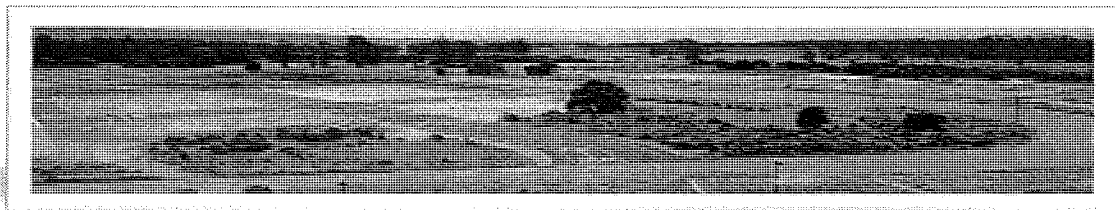


Emergency Vehicle Operations Course (EVOC)

The driving area has been built with a closed loop, 1.3 mile, high-speed track that will support vehicle speeds up to 100 mph. This is one of the few facilities in the state that supports high speed driving. Another critical component is the availability of a city grid that replicates residential neighborhoods and city blocks. Construction was completed on April 2016, expanding the city grid roadways within the interior of the EVOC track (see site plan below). Also included is the POST-required collision avoidance exercise area that is required for all law enforcement academy trainees.

A slow-speed skills pad was also constructed to offer training for the most repetitive of tasks public safety personnel face with respect to day-to-day driving. More than 75 percent of accidents in which public safety personnel are involved are related to mundane, simple driving task such as backing up, parking, and turning. This secure facility provides a training facility without the typical distractions encountered on the roadway.

The facility includes a skid pad that will allow for training on surfaces replicating loss of traction. This teaches officers what to do when they lose traction due to the elements. By applying water to the surface of the pad, it provides a situation that is similar to a roadway covered by ice or a heavy rain. Personnel learn how to maneuver vehicles that have lost traction and receive hands-on experience with vehicles similar to those they will be driving.



3.3 PRIVATE ENTITY & PUBLIC MUNICIPAL/COUNTY AGENCIES USE OF COLLEGE FACILITIES

The Allan Hancock Joint Community College District Board of Trustees (Board) has authority by California Education Code to grant access to private entities or public municipal/county agencies to use the Public Safety Training Complex facilities. Because the Public Safety Training Complex construction is funded locally using tax-free or "Governmental" general obligation bonds (Bond Measure I), there are certain restrictions the Board must consider when granting access to private entities.

District Bond Counsel, David G. Casnocha, provided a memorandum for the Association of Chief Business Officials (ACBO) conference discussing federal tax law issues whenever a community college utilizes surplus space in a tax-exempt bond funded facility for revenue purposes.⁸

Although the memo focuses on issues with long-term lease agreements where there are concerns that bond proceeds are being used for the sole purpose of generating revenue, excerpts provide key points applicable to short-term lease agreements as outlined below.

1. Indented Use of Facilities: "For all bond funded projects there must be a reasonable expectation that the financed facilities will be immediately or within a reasonable time, used for college purposes."
2. Maintain Tax-Exempt Status: "For each series of tax-exempt bonds issued, all district's covenant that they will not take any actions which would jeopardize the "governmental" status of its bonds."
3. Private Activity & Revenue generation: "Primary among those requirements is limited percentage of bond proceeds and bond finance project space that can be allocated to private activity or to revenue generation from a non-governmental entity."
4. Short Term Use: "[P]rivate activity that is short-term, or used resulting from the facility being available to the public on a first-come first-served basis, is not the type of private activity that raises serious legal issues."
5. Long Term Used Arrangements: "Lastly, while we are primarily concerned about long-term use arrangements, or certain types of management contracts, there is one provision in the documents that can cure all private activity violations—a termination clause without penalty and without cost, exercisable on 50-day notice."

California Education Code authorizes the Board to grant private entities or public municipal/county agencies use of the Public Safety Training Complex.⁹ Of these processes, there are three applicable to granting short-term use of the Public Safety Training Complex facilities: Short-Term Lease Agreement, Lease of Property, and Joint Use Agreement of Facilities. Below is a summary.

Short Term Lease Agreement (14-Days or Less), Ed. Code Section 81378: The Board has the authority to lease the District's buildings, grounds, and personal property for 14-day duration or less, consecutive or separate days. Applies to either private entities or public municipal/county

⁸ 8 AppendixD :David G. Casnocha, May 13, 2013 Private Activity/Revenue Generation/Federal Tax Law Issues In Community College District General Obligation Bond Programs

⁹ Appendix E: Entities Use Of College Facilities

agencies. Terms and conditions are subject to the discretion of the District. A bidding or proposal process is not required. Board action to award the lease agreement is required.

Lease of Property (5-Days up to less than 5-Years), Ed. Code Section 81378.1: The Board has the authority to lease the District's buildings, grounds, and personal property for a period of more than five-days and less than five-years. Applies to either private entities or public municipal/county agencies. The lease is subject to a termination clause without penalty and without cost, exercisable on 50-day notice. A bidding or proposal process is not required. Advertising of the intent to lease is required one a week for three weeks.

Board action to award the lease agreement is required.

Joint Use Agreement of Facilities, Ed. Code Section 81420-81423: The Board has the authority to grant joint use of the District's buildings, grounds, and personal property for a period no more than five-years. Applies only to public municipal and county agencies. A bidding or proposal process is not mandated. Advertising of the intent to lease is required- one a week for three weeks. A written agreement is required. Board approval of joint use agreement and finding that joint use "will not interfere with the educational programs or activities of any school or class conducted" on joint use space.

3.4 FACILITIES USE RATES - PROPOSED

A fair market value assessment was performed of comparable facilities to identify the facilities lease rates utilized in this report. The fair market value establishes the rates for private for-profit entities. Rates for public municipal/county agencies are proposed at 50 percent of the fair market value rate. Private non-profit entities rates are proposed at 75 percent of the fair market value rate. The non-profit rate is proposed higher than public agencies/entities because the non-profits entities have the ability to charge fees or raise donations for their events, whereas the public municipal/county agencies are using the facilities for training their public safety personnel with limited funding. This report only utilizes the facilities lease rates for the Emergency Vehicle Operations Course (EVOC) Track, EVOC skid pad, scenario village, running track and field, fire tower, and class A burn building.¹⁰ These facilities were selected for their potential to generate revenue for the District.

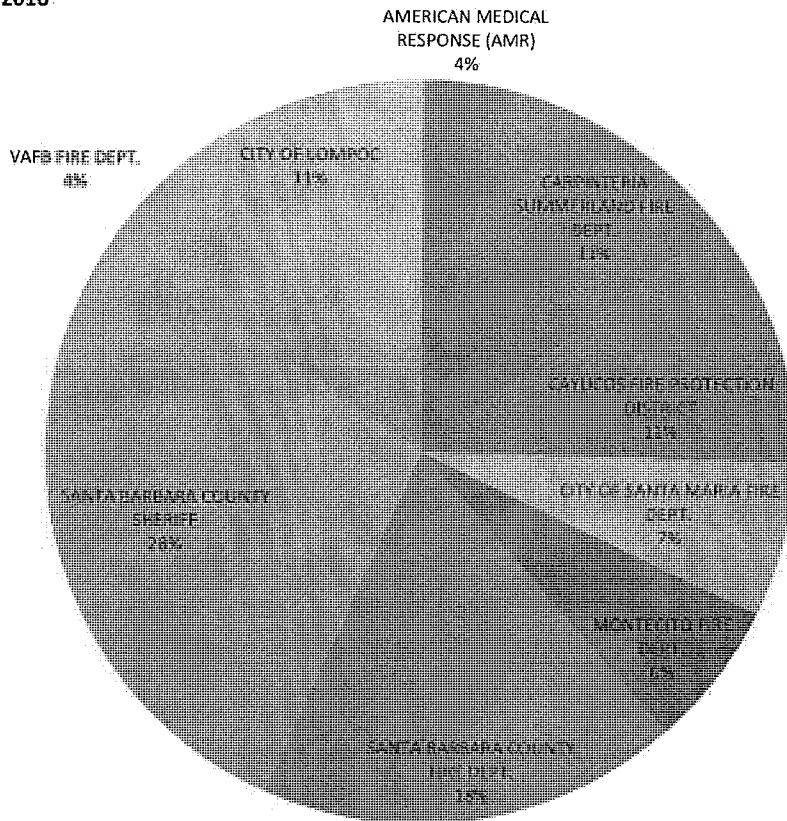
3.5 PUBLIC SAFETY PARTNERS

Since the Public Safety programs began utilizing the South Campus facilities, the District has partnered with public safety entities, both private and public municipal/county agencies in support of the instructional programs. During the period of March 2014 through May 5, 2016, the District entered into 10 agreements totaling \$359,859.¹¹ Santa Barbara County is the highest-level participating agency at 41%, Santa Barbara County Sheriff at 15%, followed by Santa Barbara County Fire Department (Agreements Chart Below).

¹⁰ Appendix F : Proposed Facilities Use Lease Rates

¹¹ Appendix G:Public Safety Department, Shared Use Mou Report, March 2014 - May 2016

Public Safety Partnership Agreements \$275,372
Mar 2014 - May 2016



The majority of the agreements are structured as vehicle or equipment donations to the District in exchange for facility use. The agreement with the Santa Barbara County Sheriff Department (SBCSD) provides the District's law enforcement academy with a TAC Officer; the District pays SBCSD \$50,000 and the \$76,924 balance is credited towards SBCSD's facilities use.

Entity	Consideration	Value
American Medical Response (AMR)	Ambulance	\$10,000
Carpinteria Summerland Fire Dept.	Fire Engine	\$30,000
Cayucos Fire Protection District	Equipment	\$30,000
City of Santa Maria Fire Dept.	Equipment	\$18,500
Montecito Fire Dept.	Equipment	\$17,500
Santa Barbara County Fire Dept.	Roadway & Fire Engine	\$50,268
Santa Barbara County Sheriff	TAC Officer	\$76,924
VAFB Fire Dept.	Equipment	\$12,180
City of Lompoc	Fees for Facility Use	\$30,000

3.6 FACILITIES UTILIZATION & AVAILABLE GROWTH CAPACITY

Facilities utilization was studied for the period September 2014 through January 2016 (sample period). The Emergency Vehicle Operations Course (EVOC) Track, EVOC skid pad, scenario village, running track and field, fire tower, and class A burn building were selected for study for their potential to generate revenue for the District. The hours of operations are from 7:00 AM to 5:00 PM [10 hours a day] and District observed holidays are not counted. Weekends are included for consideration of private entities and public safety agencies (Outside Agencies).

The matrix below shows the fire tower is utilized the most—followed by the class A burn building, scenario village, EVOC track, EVOC skid pad, and running track and field. There is available capacity to increase facility utilization.

Facility	Available Capacity						
	Total Hours Available	District Utilization		Outside Agencies		Growth Capacity	
		Hours	%	Hours	%	Available Hours	Available Capacity %
EVOC Track	4900	577	38.2%	935	61.8%	3388	69.1%
EVOC Skid Pad	4900	407	28.2%	1035	71.8%	3458	70.6%
Scenario Village	4900	592	51.0%	569	49.0%	3739	76.3%
Running Track &	4900	369	48.8%	387	51.2%	4144	84.6%
Fire Tower	4900	1299	61.4%	818	38.6%	2783	56.8%
Class A Burn Building	4900	668	72.0%	260	28.0%	3972	81.1%

The pie charts on the next page reflect the District's fire technology programs utilize fire tower and class A burn building more than Outside Agencies. However, Outside Agencies utilizes the EVOC track, EVOC skid pad, and running track and field more than the District's programs.

Facilities Utilization Data - September 2014 to January 2016 [4,900 Total Available Hours]

Facility	Utilization	Available Capacity
EVOC Track	<p>District 30% Outside Agencies 68%</p>	<p>Available 69% Outside Agencies 19% District 12%</p>
EVOC SMD Pad	<p>District 23% Outside Agencies 77%</p>	<p>Available 71% Outside Agencies 21% District 8%</p>
Scenario Village	<p>District 21% Outside Agencies 79%</p>	<p>Available 76% Outside Agencies 12% District 12%</p>
Running Track & Field	<p>District 49% Outside Agencies 51%</p>	<p>Available 85% Outside Agencies 8% District 7%</p>
Fire Tower	<p>District 61% Outside Agencies 39%</p>	<p>Available 57% Outside Agencies 17% District 26%</p>

3.7 Lease Revenue Targets

When you apply the facilities use lease rates to the utilization 17-month period of September 2014 through January 2016 (Sample Period), the top two facilities with the most revenue generating potential are the EVOC Track and EVOC skid pad.

Facility	Utilization					Lease Revenue Value
	Sept 2014 - Jan 2016 (17 Mo)					
	Total Hours Available	District		Outside Agencies		
Hours		%	Hours	%		
EVOC Track	4900	577	38.2%	935	61.8%	\$233,750
EVOC Skid Pad	4900	407	28.2%	1035	71.8%	77,625
Scenario Village	4900	592	51.0%	569	49.0%	16,217
Running Track & Field	4900	369	48.8%	387	51.2%	14,513
Fire Tower	4900	1299	61.4%	818	38.6%	35,788
Class A Burn Building	4900	668	72.0%	260	28.0%	5,200
						\$383,092

Using an estimated 100 weekend days per calendar year, at 10 hours per day, the EVOC track and EVOC Skid Pad each have a potential 1,000 hours available for leasing. Below is a revenue capacity assumption based on racetrack rental rates Button Willow and Thunderhill. Note: The final facility lease rate may be adjusted downward once a market assessment of the EVOC Track is realized.

Yearly Available Leasing Capacity Assumption			
Facility	Weekend Days	Weekend Total Hours	Weekend Revenue Capacity
EVOC Track	100	1,000	\$500,000
EVOC Skid Pad	100	1,000	\$150,000

There is 3,480 available annual hours for the EVOC Track and EVOC Skid Pad, respectively [7:00 AM to 5:00 PM, 10 hours a day, District observed holidays are not counted]. The revenue targets are conservative, on the next page, and take in consideration the District's and public safety agency utilization growth, including new courses and partnerships.

EVOC Track & EVOC Skid Pad 3-Year Revenue Targets

Facility	Revenue Target Scenario FY 2016/17						
	Total Hours Available	District Utilization Hours	Outside Agencies Utilization Hours	Available Capacity In Hours	Lease Revenue Utilization Hours Target	Revenue Assumption	Remaining Capacity
EVOC Track	3480	432	935	2113	200	\$100,000	54.97%
EVOC Skid Pad	3480	337	1035	2108	200	\$30,000	54.83%

Revenue Target Scenario FY 2017/18							
Facility	Total Hours Available	District Utilization Hours	Outside Agencies Utilization Hours	Available Capacity In Hours	Lease Revenue Utilization Hours Target	Revenue Assumption	Remaining Capacity
EVOC Track	3480	475.2	1028.5	1976.3	250	\$125,000	49.61%
EVOC Skid Pad	3480	370.7	1138.5	1970.8	225	\$33,750	50.17%

Revenue Target Scenario FY 2018/19							
Facility	Total Hours Available	District Utilization Hours	Outside Agencies Utilization Hours	Available Capacity In Hours	Lease Revenue Utilization Hours Target	Revenue Assumption	Remaining Capacity
EVOC Track	3480	522.72	1131.35	1825.93	300	\$150,000	43.85%
EVOC Skid Pad	3480	407.77	1252.35	1819.88	250	\$37,500	45.11%

3.8 RECOMMENDATIONS - FACILITIES

It is recommended that:

1. Cultivate partnerships with public safety agencies through instructional service agreements, joint use agreements, and facility use lease agreements to utilize the facilities.
2. Promote leasing the EVOC Track and EVOC Skid Pad to private organizations.
3. Promote leasing the Public Safety Training Complex to the filmmaking industry.

4 MARKETING

4.2 INTRODUCTION

Purpose

This marketing plan was developed to provide a roadmap of Allan Hancock College's marketing strategy specific to the Public Safety Training Complex. As with any plan, this is not a static document, but rather one that has been created to reflect the current climate, as well as plan for the next several years. The plan aims to strengthen the college's reputation and enhance its visibility and viability within the Central Coast, across California and the nation.

Background and Current Environment

The college opened the \$38 million Public Safety Training Complex at the Lompoc Valley Center in January 2014. Built on 68 acres, the state-of-the-art facility established itself as the premier public safety training facility on the west coast. It is home to the college's fire, law enforcement, EMS, and environmental health and safety programs. The first fire and law enforcement academy classes graduated in May 2014.

The facility includes an emergency vehicle operations course, skid pad, oil and gas props, scenario village, six-story burn tower, perishable skills training simulators, burn building, rubble pile, EMS lab, and several other features. A few of the features, such as the shooting range and trench rescue prop, cannot currently be used due to problems with construction. The college is working with the contractors to get those props and facilities up and running as soon as possible.

Administrators are planning to debut several new courses and certificates of achievement over the next three academic years. The plan will account for those courses being implemented as scheduled.

Environmental Scan in 2016

- a) **Law Enforcement Academies:** Currently, there are 30 POST certified law enforcement/police academies in the state. Among the biggest competitors with Hancock are training centers operated by San Bernardino Valley College and Fresno City College. The Ventura County Sheriff's Office also operates its own academy for deputies and other law enforcement officers.
- b) **Fire Academies:** Currently, there are 30 California community colleges with firefighter academies. Bakersfield and Monterey are two of the closest colleges that offer fire academies. Hancock was one of the pioneers in online fire technology classes. Over the years, more and more colleges have started offering similar courses, which has adversely affected AHC. Right now, more than 60 colleges offer some fire technology classes.
- c) **EMS:** Roughly 30 California community colleges offer an Emergency Medical Services/Technician degree or certificate, including Cuesta and Ventura colleges.
- d) **Environmental Health and Safety:** The biggest perceived rival is the California Specialized Training Institute, which operates under the Cal Office of Emergency Services.

4.3 MARKETING STRATEGY

For years, the public safety department and its programs operated on its own. The programs handled their own recruiting and marketing, which relied heavily on word of mouth and support of area agencies. Typically, the college's Public Affairs office would update and print brochures for the programs when

needed. However, the needs of the department and individual programs have changed with the new facility.

The strategy is divided between short-term and long-term goals. Short-term goals are objectives that can be completed by the end of the 2016-17 academic year. Long-term goals are objectives that will be attained in 2017-18 and beyond.

We have established four target audiences:

1. Current high school students
2. Current Hancock students with major outside of public safety
3. People already working in public safety fields
4. People already working in non-public safety fields

4.4 SHORT-TERM GOALS

Goal/Objective	Strategic Goal	Lead Person(s)	Plan of Action	Estimated Completion, and Cost	Target Audience
Update/Refresh Public Safety Website	IE2, SLS2, SLS4, SLS6, IR1, I1	Hamer, Baldwin, Masuda	<ul style="list-style-type: none"> • Check accuracy of information • Determine who receives editing privileges to maintain/supervise department web pages • Update photos and testimonials 	August 2016 Cost: none	a, b, c, d
Updated Public Safety Training Complex Video	IE2, SLS2, SLS4, SLS6, IR1, I1	Masuda, Baldwin	<ul style="list-style-type: none"> • Update interviews, footage and script of video • Determine a timelines and date to shoot interviews and needed footage at PSTC • Upload to AHC website, YouTube 	November 2016 Cost: Gas money	a, b, c, d
Design new Public Safety Training	IE2, SLS2,	Baldwin, Masuda	<ul style="list-style-type: none"> • Program heads come up with text for the 	August 2016	a, b, d

Complex Brochure (general to promote academies, degrees and certificates)	SLS4, SLS6, IR1, I1		new brochures and provide photos	Cost: \$300 for 200 brochures	
Work on separate and shorter videos for each individual program (i.e. law enforcement, fire, EMS and EH&S)	IE2, SLS2, SLS4, SLS6, IR1, I1	Masuda/ Boland	<ul style="list-style-type: none"> Use existing footage and interviews to put together a separate video for each department 	Spring 2017 Cost: none	a,b,c,d
Apply for grant with Explore Lompoc	IE2, SLS2, SLS4, SLS6, IR1, I1	Rantz	<ul style="list-style-type: none"> Apply for a grant with Explore Lompoc Funds received will be used for advertising and marketing of the facility and individual programs 	December 2016 Cost: none	a,b,c,d
Advertise locally with ads specific to PSTC and its programs	IE2, SLS2, SLS4, SLS6, IR1, I1	Masuda	<ul style="list-style-type: none"> Place PSTC-related ads in high school newspapers and parent newsletters Place ads in SM Valley and Lompoc Chamber of Commerce Newsletters General TV ad specific to PSTC Online campaign with TV spot on YouTube and other websites 	December 2016 Cost: \$3,000/semester	a,b,c,d
Improve Search Engine Optimization (SEO)	IE2, SLS2, SLS4, SLS6, IR1, I1, IR3	Public Affairs (Hamer/ Masuda)	<ul style="list-style-type: none"> Use Browseo, Screaming Frog and Google Trends for insight and analysis Update/post new content on pages more frequently Cross-link more pages within the website 	December 2016 Cost: \$1,000	a, b, c, d

			<ul style="list-style-type: none"> • Improve meta descriptions • Examine top keywords: insert them into web pages, as well as quality images tagged with keywords 		
Improve the involvement of the Public Safety department on the outreach committee	IE2, SLS2, SLS4, SLS6, IR1, I1	Public Safety Dept.	<ul style="list-style-type: none"> • Identify a public safety department representative to regularly attend outreach committee meetings • Discuss outreach activities to ensure involvement of the PS department 	ASAP Cost: none	a, b, c, d
Increase awareness about Environmental Health and Safety program	IE2, SLS2, SLS4, SLS6, IR1, I1	Public Affairs and Truer	<ul style="list-style-type: none"> • Create posters featuring different careers in environmental health • Update webpage and brochures for the program 	Marketing Materials: \$500	a,b,c,d,
Build upon the college's positive image in the Lompoc Valley	I1, G2, G1, IR4,	Public Affairs and Public Safety	<ul style="list-style-type: none"> • Continue open communication with residents and city officials about improvements and classes offered at the facility • Host open house/community day annually or every other year • Positive image campaigns in the community about the importance of the facility • Invite residents from the surrounding neighborhoods to tour facility, serve on citizen's committee 	Spring 2017	a,b,c,d

4.5 LONG-TERM GOALS

Note: Majority of these plans include strategies for the launch and introduction of new certificates and classes, several of which will be a first of its kind in California:

2016-17: Added Certificates: EH&S- Hazardous Materials Technician; EMS-Medical Operations and Response Emphasis; EMS-Medical Care Emphasis

Added Courses: LE- Custody academy, Patrol Bicycle, Patrol Rile, POST Requalification-Basic

2017-18: Added Certificates: Disaster Preparedness and Response; Homeland Security; Hazardous Materials Specialist

Added Associate of Science Degree: Public Safety

2018-19 Added Certificate: Search and Rescue

Goal/Objective	Strategic Goal	Lead Person(s)	Plan of Action	Estimated Completion and Cost	Target Audience
Launch aggressive marketing campaign for new courses and certificates once they are approved	IE2, SLS2, SLS4, SLS6, IR1, I1	Public Affairs	For each wave of new certificates being offered: <ul style="list-style-type: none"> news releases to local and national media update websites, video, outreach materials place advertisements in local, state and national industry magazines/ newsletters 	2016-17, 2017-18, 2018-19	a,b,c,d
Develop a distinct brand for the public safety department	I1, I2, SLS7, SLS8, IE1, IE2	Public Safety	<ul style="list-style-type: none"> Brainstorm possible slogans Focus group with ASBG students, faculty and staff Incorporate brand in outreach materials, video, clothing 	Summer 2017	a,b,c,d
Advertise in industry publications	IE2, SLS2, SLS4, SLS6, IR1, I1	Masuda	<ul style="list-style-type: none"> Identify funding source to pay for ½ or full-page color ads in established industry magazines Direction and recommendations provided by public safety program 	Fall 2017 Cost: \$30,000 (\$3,500 for ½ page ad)	

			<ul style="list-style-type: none"> • Place ads in specific industry-related publications for specialized training classes, • Recruit movie/film companies who could use the facility 		c
Diversify outreach materials	IE2, SLS2, SLS4, SLS6, IR1, I1	Masuda	Provide wider variety of outreach materials (posters, flyers, updated program brochures) to raise awareness and interest in a specific program	Fall 2017 Cost: \$500/semester for design and print	a, b, d
Establish annual marketing/advertising budget for Public Safety programs	iE1, SLS3, SLS6, I1	Public Safety	<ul style="list-style-type: none"> • Determine necessary funds to complete an effective marketing plan • Evaluate effectiveness of campaign and possibly adjust plan midway through academic year 	Budget set by June 2017	a,,b,c,d
Building and maintaining community relations	I1, G2, G1, IR4,	Public Affairs and Public Safety	<ul style="list-style-type: none"> • Continue open communication with residents and city officials about improvements and classes offered at the facility • Host open house/community day annually or every other year • Positive image campaigns • Form a committee that includes college and city staff, and residents. 		a,b,c,d

4.6 RECOMMENDATIONS

Budget Advertising/Marketing Funds

With the new location and potential for growth in FTES at the Public Safety Training Complex and Lompoc Valley Center, there is an obvious need for additional marketing assistance from the Public Affairs and Publications office. In an effort to increase awareness of the programs and facilities at the local, state and national levels, the Public Safety department recommends the allocation of advertising and marketing funds each academic term.

Samples budgets are provided below: Budget Recommendations

2016-17: \$21,800

\$3,000 TV and online advertising campaign for fall 2016 term

\$3,000 TV and online advertising campaign for spring 2017 term

\$8,000 Print ads for fall 2016 term

\$8,000 Print ads for spring 2017 term

\$600 Redesign and printing of outreach materials (Brochures and posters)

\$1,000 Search Engine Optimization campaign

2017-18: \$30,000

\$800 Redesign and printing of outreach materials (brochures, posters)

\$3,000 TV and online advertising campaign for fall 2017 term

\$3,000 TV and online advertising campaign for spring 2018 term

\$12,000 Print ads for fall 2017 term

\$12,000 Print ads for spring 2018 term

Establish a brand and marketing slogan for the Public Safety Training Complex

In an effort to establish an identity in the public safety industry, as well as help in the marketing and advertising push, the college should develop a brand or slogan for the complex. It can play off the college motto of *Start here. Go anywhere.*

Ideas:

Training Tomorrow's Heroes

Allan Hancock College. Train Here. Protect Anywhere. Start Here. Save Lives Anywhere.

One Facility. One Mission.

Hometown Heroes Start Here and Go Anywhere.

Community Relations

Invite residents of surrounding neighborhoods to form a Community Relations committee with the college and public safety department. The goal would be to ensure a solid relationship exists between the college and community. The college wants the complex to be as much of a source of pride for the community as it is for AHC.

5 Finance

5.1 Existing Revenue

In March, 2014, District staff completed the Public Safety Training Complex “Operational Cost Framework.” The plan projected three years of operating expenses, beginning with the start-up of the facility in Fiscal Year 2012-2103 and running through Fiscal Year 2014-2015. The financial statements below compare the actual results for Fiscal Year 2014-15 and the forecast results for Fiscal Year 2015-16 to projections in the “Operational Cost Framework.”

Operating results for Fiscal Year 2014-15 exceeded the projected loss (after allocation of Lompoc Facility expenses) by approximately \$ 69,000 or 22% and by \$ 116,000 or 15% in Fiscal Year 2015-16. The operating results include a reduction for the estimated institutional cost allocation when the Public Safety Program was located at south campus in Santa Maria. Overall revenues are under projection by 4% in Fiscal Year 2014-15 and 3% in Fiscal Year 2015-16. Overall expenses, including allocations, are close to projection, under by 2% in Fiscal Year 2014-15 and 1% in Fiscal Year 2015-16. Operating expenses in both years exceed projection by 5%, due in large part to overages in Administrative Salaries in both years.

	FY 2014-15			FCST FY 2015-16		
	Actual Total	Projection Total	% Projection	Actual Total	Projection total	% Projection
Revenues						
Apportionment	2,154,577	2,086,281	103%	2,231,797	2,086,281	107%
Lottery	59,482	56,696	105%	85,511	56,696	151%
Contract/Fee Based	166,786	150,000	111%	145,345	150,000	97%
Grants	1,519	200,000	1%	4,840	200,000	2%
Student Fees	182,525	201,507	91%	142,880	201,507	71%
Facilities Rental	11,440	0	0%	2,590	0	0%
Total Revenue	2,576,329	2,694,485	96%	2,612,964	2,694,485	97%
Program Expenses						
Administration	251,839	127,409	198%	208,719	127,409	164%
Instructional	1,221,140	1,152,233	106%	1,174,349	1,152,233	102%
Classified	589,910	593,108	99%	588,174	593,108	99%
Benefit	248,609	288,900	86%	280,526	288,900	97%
Supplies	187,320	179,613	104%	208,122	179,613	116%
Contracted Services	389,864	373,338	104%	406,393	373,338	109%
Equipment	60,410	105,705	57%	85,370	105,705	81%
Total Program Expenses	2,949,091	2,820,306	105%	2,951,653	2,820,306	105%
Facility Expenses (Public Safety Complex)						
Personnel						
Campus Police	55,000	73,098	75%	55,000	73,098	75%
Facilities / Grounds	70,800	48,798	145%	70,800	48,798	145%
Mail	0	48,798	0%	0	48,798	0%
Fuel (gasoline & Diesel)	0	45,200	0%	0	45,200	0%
Propane, Props,	0	21,600	0%	0	21,600	0%
EVOC Maintenance	0	15,000	0%	0	15,000	0%
Utilities - Water	40,000	0	n/a	52,000	0	n/a
Utilities - Other	88,000	169,101	52%	88,000	169,101	52%
Insurance	0	7,841	0%	0	7,841	0%
Alarm	0	2,200	0%	0	2,200	0%
Total Facility Expenses	253,800	431,636	59%	265,800	431,636	62%
Grand Total Expenses	3,202,891	3,251,942	98%	3,217,453	3,251,942	99%
Balance	(626,563)	(557,457)	112%	(604,489)	(557,457)	108%
Institutional Support	240,074	240,074	100%	240,074	240,074	100%
Actual versus Plan	(386,489)	(317,383)	122%	(364,415)	(317,383)	115%

5.2 3-YEAR FINANCIAL FORECAST

The forecast operating result for Fiscal Year 2015-2016 is used as the basis for development of projected operating results for Fiscal Year 2016-17 through Fiscal Year 2017-18, provided below:

	FY 2016-17	FY 2017-18	FY 2018-19
Revenues			
Apportionment	2,254,115	2,299,197	2,838,556
Lottery	86,366	88,094	108,759
Contract/Fee Based	147,000	149,940	152,939
Direct Cost Recovery	10,000	15,000	25,000
Student Fees	144,309	147,150	170,687
Facilities Rental	130,000	158,750	187,500
Total Revenue	2,771,791	2,858,131	3,483,441
Program Expenses			
Administration	210,806	212,893	217,151
Instructional	1,081,778	975,471	994,981
Classified	598,372	531,634	542,267
Benefit	459,951	520,797	531,213
Supplies	196,000	199,920	203,918
Contracted Services	360,429	366,615	382,534
Equipment	73,000	74,460	75,949
Total Program Expenses	2,980,336	2,881,791	2,948,013
Facility Expenses (Public Safety Complex)			
Personnel			
Campus Police	55,000	56,100	57,222
Facilities / Grounds	70,800	72,216	73,660
EVOG Maintenance	5,000	5,000	131,200
Utilities - Water	52,000	53,040	54,101
Utilities - Other	88,000	89,760	91,555
Total Facility Expense Allocations	270,800	276,116	407,738
Grand Total Expenses	3,251,136	3,157,907	3,355,751
Total Income / (Expense)	(479,346)	(299,775)	127,690

An operating loss of \$ 479,346 and \$ 299,775 is anticipated for Fiscal Year 2016-17 and Fiscal Year 2017-18, respectively, improving to a positive result of \$ 127,690 in Fiscal Year 2018-19. The improvement in income performance is a combination of increasing revenues and cost reduction, primarily due to the consolidation of staffing, as described in previous sections. Significant changes and assumptions are highlighted in the table below.

Financial Operating Assumptions	Fiscal Years		
	2016/17	2017/18	2018/19
Organic Revenue Growth %	1%	2%	2%
FTES Increase - New Courses			104.44
Revenue Increase - New Courses			493,375
Facilities Lease Revenue	130,000	158,705	187,500
Cost Recovery	10,000	15,000	25,000
Staffing Consolidation	(86,500)	137,500	137,500

- Organic growth in program enrollment is anticipated at 1% in Fiscal Year 2016-17, increasing by 2% per year in Fiscal Years 2017-18 and 2018-19.
- New Public Safety Courses will come on line in Fiscal Year 2018-19, providing increases in FTES revenue of \$493,375.
- Facilities lease revenue, primarily from increased utilization of the EVOC Track and Skid Pan, are significant revenue generators in all three years.
- Cost recovery revenue is anticipated to increase as use of water, fuel and other direct expenses are better measured and the expenses are passed on to users of the facility. These revenue estimates are conservative as metering is not in place to allow measurement of water usage.
- Rationalization and consolidation in staffing is expected to increase costs by \$ 86,500 during the staffing transition in Fiscal Year 2016-2017, and will provide savings of \$137,500 per year beginning with Fiscal Year 2017-18 forward.

Detailed operating information by discipline and fiscal year is provided in the following operating statement for the plan years.

Revenues	FY 2016-17						Actual Total
	Fire	LET	EMS	EHS	General	Facilities	
Apportionment	1,321,338	589,725	274,346	68,706			2,254,115
Lottery	50,627	22,595	10,512	2,632			86,366
Contract/Fee Based		37,000		40,000	70,000		147,000
Direct Cost Recovery	10,000						10,000
Student Fees	53,511	85,566	1,510	3,723			144,309
Facilities Rental						130,000	130,000
Total Revenue	1,435,476	734,886	286,368	115,061	70,000	130,000	2,771,791
Program Expenses							
Administration	100,813	109,993					210,806
Instructional	323,650	463,463	128,186	114,678	51,800		1,081,778
Classified	164,500	83,300	58,000	9,340	283,232		598,372
Benefit	94,150	112,799	36,500	20,450	196,052		459,951
Supplies	85,000	88,000	10,000	3,000	10,000		196,000
Contracted Services	323,993	18,934	0	1,866	15,637		360,429
Equipment	25,000	40,000	2,000	3,000	3,000		73,000
Total Program Expense	1,117,106	916,489	234,686	152,334	559,721	0	2,980,336
Facility Expenses							
Personnel							
Campus Police						55,000	55,000
Facilities / Grounds						70,800	70,800
EVOG Maintenance						5,000	5,000
Utilities - Water	47,000					5,000	52,000
Utilities - Other						88,000	88,000
Total Facility Expenses	47,000	0	0	0	0	223,800	270,800
Grand Total Expenses	1,164,106	916,489	234,686	152,334	559,721	223,800	3,251,136
Income / (Expense)	271,370	(181,603)	51,681.5	(37,273.5)	(489,720.6)	(93,800.0)	(479,346)

FTES	279.71	124.84	58.08	14.54	477.16
General Appt Rate	4724	4724	4724	4724	
Lottery Rate	181	181	181	181	
Growth	101%	101%	101%	101%	

Revenues	FY 2017-18						Actual Total
	Fire	LET	EMS	EHS	General	Facilities	
Apportionment	1,347,764	601,520	279,833	70,080	0		2,299,197
Lottery	51,640	23,047	10,722	2,685	0		88,094
Contract/Fee Based		37,740		40,800	71,400		149,940
Direct Cost Recovery	15,000						15,000
Student Fees	54,581	87,277	1,495	3,797			147,150
Facilities Rental						158,750	158,750
Total Revenue	1,468,985	749,584	292,050	117,362	71,400	158,750	2,858,131
Program Expenses							
Administration	101,811	111,082					212,893
Instructional	261,940	412,973	130,750	116,972	52,836		975,471
Classified	80,580	57,732	1,020	3,754	388,549		531,634
Benefit	92,106	113,830	34,680	18,258	261,923		520,797
Supplies	86,700	89,760	10,200	3,060	10,200		199,920
Contracted Services	330,473	18,290	0	1,903	15,949		366,615
Equipment	25,500	40,800	2,040	3,060	3,060		74,460
Total Program Expense	979,110	844,467	178,690	147,007	732,517	0	2,881,791
Facility Expenses							
Personnel							
Campus Police						56,100	56,100
Facilities / Grounds						72,216	72,216
EVOC Maintenance						5,000	5,000
Utilities - Water	47,940					5,100	53,040
Utilities - Other						89,760	89,760
Total Facility Expenses	47,940	0	0	0	0	228,176	276,116
Grand Total Expenses	1,027,050	844,467	178,690	147,007	732,517	228,176	3,157,907
Income / (Expense)	441,935	-94,883	113,360	(29,645)	(661,117)	(69,426)	(299,775)

FTES	285.30	127.33	59.24	14.83	0.00	486.71
General Appt Rate	4724	4724	4724	4724	4724	
Lottery Rate	181	181	181	181	181	
Growth	102%	102%	102%	102%	102%	

Revenues	FY 2018-19						Actual Total
	Fire	LET	EMS	EHS	General	Facilities	
Apportionment	1,408,166	730,233	371,785	114,659	213,714		2,838,556
Lottery	53,954	27,979	14,245	4,393	8,188		108,759
Contract/Fee Based		38,495		41,616	72,828		152,939
Direct Cost Recovery	25,000						25,000
Student Fees	57,027	105,953	1,495	6,212			170,687
Facilities Rental						187,500	187,500
Total Revenue	1,544,147	902,659	387,524	166,880	294,730	187,500	3,483,441
Program Expenses							
Administration	103,848	113,304					217,151
Instructional	267,179	421,233	133,365	119,311	53,893		994,981
Classified	82,192	58,887	1,040	3,829	396,320		542,267
Benefit	93,948	116,107	35,374	18,623	267,161		531,213
Supplies	88,434	91,555	10,404	3,121	10,404		203,918
Contracted Services	345,283	18,290	0	2,693	16,268		382,534
Equipment	26,010	41,616	2,081	3,121	3,121		75,949
Total Program Expense	1,006,893	860,991	182,264	150,698	747,167	0	2,948,013
Facility Expenses							
Personnel							
Campus Police						57,222	57,222
Facilities / Grounds						73,660	73,660
EVOC Maintenance						131,200	131,200
Utilities - Water	48,899					5,202	54,101
Utilities - Other						91,555	91,555
Total Facility Expenses	48,899	0	0	0	0	358,840	407,738
Grand Total Expenses	1,055,792	860,991	182,264	150,698	747,167	358,840	3,355,751
Income / (Expense)	488,355	41,669	205,261	16,182	(452,437)	(171,340)	127,690

FTES	298.09	154.58	78.70	24.27	45.24	555.64
General Appt Rate	4724	4724	4724	4724	4724	
Lottery Rate	181	181	181	181	181	
Growth	102%	102%	102%	102%	102%	

5.3 RECOMMENDATIONS

To achieve success in realizing these revenue and cost reduction targets, it is recommended that senior management initiate these steps to ensure recommended improvements are implemented:

1. Assign a dedicated senior administrator to provide oversight and implementation of the planned activities.
2. Establish an aggressive marketing program for both educational programs and leasing opportunities. This program should include well defined course, degree and facilities leasing offers as well as communication strategies. This communication should include regional networking by senior management, social media and traditional media campaigns.
3. Install metering and measurement schemes where necessary to allow measurement of water and other materials used in operations so that direct costs are recovered through billed revenue.
4. Maintain vigilant oversight of staffing to ensure that programs are run as efficiently and effectively as possible and staffing costs are passed through to facilities users when appropriate.

6 APPENDIX

Appendix A: Operation Cost Framework, March 2014

Appendix B: Department Budget for Part-Time Faculty provided by Shelly Allen

Appendix C: Cost estimates for current and proposed positions provided by Shelly Allen

Appendix D: David G. Casnocha, May 13, 2013 Private Activity/Revenue Generation/Federal Tax Law Issues in Community College District General Obligation Bond Programs

Appendix E: Entities Use of College Facilities

Appendix F: Proposed Facilities Use Lease Rates

Appendix G: Public Safety Department, Shared Use MOU Report, March 2014 - May 2016



Lompoc Valley Center



Operational Cost Framework

March 2014

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INTRODUCTION

Allan Hancock Joint Community College District (Allan Hancock College) acquired the services of G² Solutions Group to develop an Operational Cost Framework (Framework). Although originally conceived as a sustainability or business plan, this Framework is an approach to estimate the cost of operating the new Public Safety Training Complex at the Lompoc Valley Center. This report will contrast three fiscal years commencing with 2012-13, the last fiscal year the public safety programs operated from the Santa Maria Campus South Campus facilities.

MISSION STATEMENT – Public Safety Training Complex

The Allan Hancock College Public Safety Training Complex provides quality public safety education and training to better equip current and future public safety personnel to do their jobs safely and efficiently.

EXECUTIVE SUMMARY

The Allan Hancock College Public Safety Training Complex at the Lompoc Valley Center is a new, state-of-the-art training facility built to accommodate the needs of the college's public safety department programs and curriculum as well as the local public safety community. It is the desire of Allan Hancock College (AHC) to expand courses to meet the needs of state and national agencies, when appropriate.

This new facility will provide training that has not been available in one location. Until now, mandated training has usually required travel to multiple locations, some of which are more than 70 miles away. Congregating all of these facilities in one location will allow for a more cohesive training experience for future and current public safety professionals. This site will allow for didactic and manipulative training to occur in close proximity, using state-of-the-art training equipment.

The three-year longitudinal comparison of annual revenues less expenses indicates the challenge to the college will be to increase revenue by net \$189,975 over FY 2012-13 levels. The good news is that the FY 2013-14 budget already includes an additional \$94,000, leaving a net need of approximately \$95,000 of need for Fiscal year 2014-15. Staff have already begun discussions with industry groups, federal agencies and local governmental entities to find partnerships that will increase fee-based course offerings and revenue from facility rental.

Annual Revenues Less Expenses Comparison			
	FY 2012/13*	FY 2013/14 Year One	FY 2014/15
Revenues	\$2,837,187	\$2,884,558	\$2,934,558
Expenditures	2,837,187	3,042,564	3,251,942
Difference	\$0	\$(158,006)	(\$317,384)

* Public safety programs operating from South Campus, Santa Maria location

BACKGROUND

Allan Hancock College, founded in 1920 as Santa Maria Junior College, is one of the state's 112 public community colleges. It serves all of northern Santa Barbara County, a portion of eastern San Luis Obispo County, and part of Ventura County, spanning an area of more than 3,000 square miles. The district's service area has approximately 300,000 residents who enjoy California living at its best. The area has a mild climate and crisp, clean air, with temperatures ranging from 55 to 85 degrees year-round. Residents and visitors enjoy nearby sunny beaches, mountains, forests, and lush farmlands. A wide variety of cultural and recreational activities abound, as do many award-winning wineries in Santa Barbara and San Luis Obispo counties.

The area's economy is based on retail, agriculture and light manufacturing. The college district includes Santa Maria, Orcutt, Lompoc, Vandenberg Air Force Base, Guadalupe, New Cuyama, Cuyama, Garey, Sisquoc, Solvang, Santa Ynez, Buellton, Los Alamos, Los Olivos, Casmalia, parts of San Luis Obispo, and Ventura counties.

The college's main campus is located on the California Central Coast in Santa Maria, about halfway between San Francisco and Los Angeles. Santa Maria is adjacent to the coastal cities of Santa Barbara, San Luis Obispo, and Pismo Beach. Satellite centers include the Lompoc Valley Center, opened in 1999; the Solvang Center, opened in 2000 to better serve the residents of the Santa Ynez Valley; and the Vandenberg Air Force Base Center, which serves active duty military personnel stationed at the base in addition to area residents. The college also provides classes at other locations in the region.

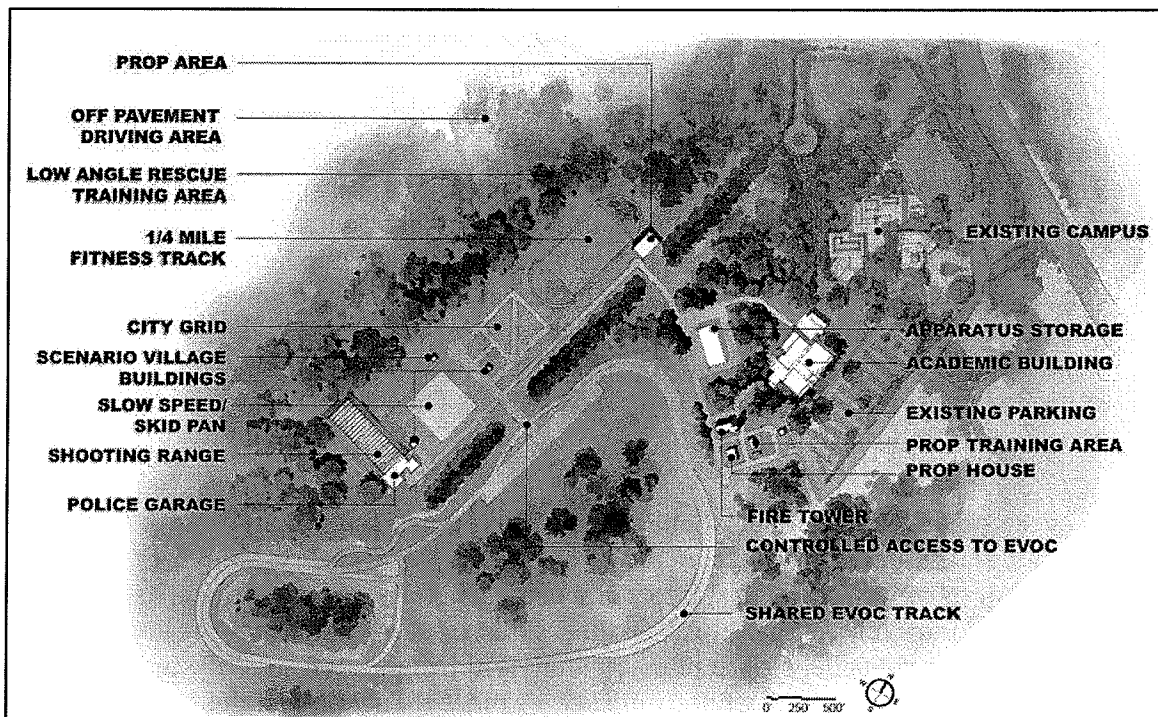
In every sense, Allan Hancock College is a college for the community. More than 98 percent of its students come from the local area. It offers opportunities for those who want to complete the first two years of a bachelor's degree, earn an associate degree, prepare for a career, upgrade their skills, or simply learn for the love of it. Enrollment in the college's credit curriculum is approximately 10,000 students per semester, while Community Education serves more than 7,000 students each semester.

Since beginning its law enforcement certificate program in 1965, the college expanded to granting certificates in such areas as fire technology and emergency medical technician. In 1974, property and buildings located three blocks from campus were purchased from the Southern California Gas Company, resulting in the addition of nine acres to the district's assets. These buildings currently house the law enforcement, fire technology, emergency medical services, and environmental technology instructional programs.

PUBLIC SAFETY TRAINING COMPLEX FACILITIES OVERVIEW

The Public Safety Training Complex encompasses over 68 acres of land and is adjacent to the college's existing Lompoc Valley Center. The training facilities consist of administration/classroom, vehicle apparatus, and residential prop burn buildings, a six-story fire training tower, shooting range, fire training, law enforcement training ground elements, and an Emergency Vehicle Operations Course (EVOC). This section provides an overview of these facilities.

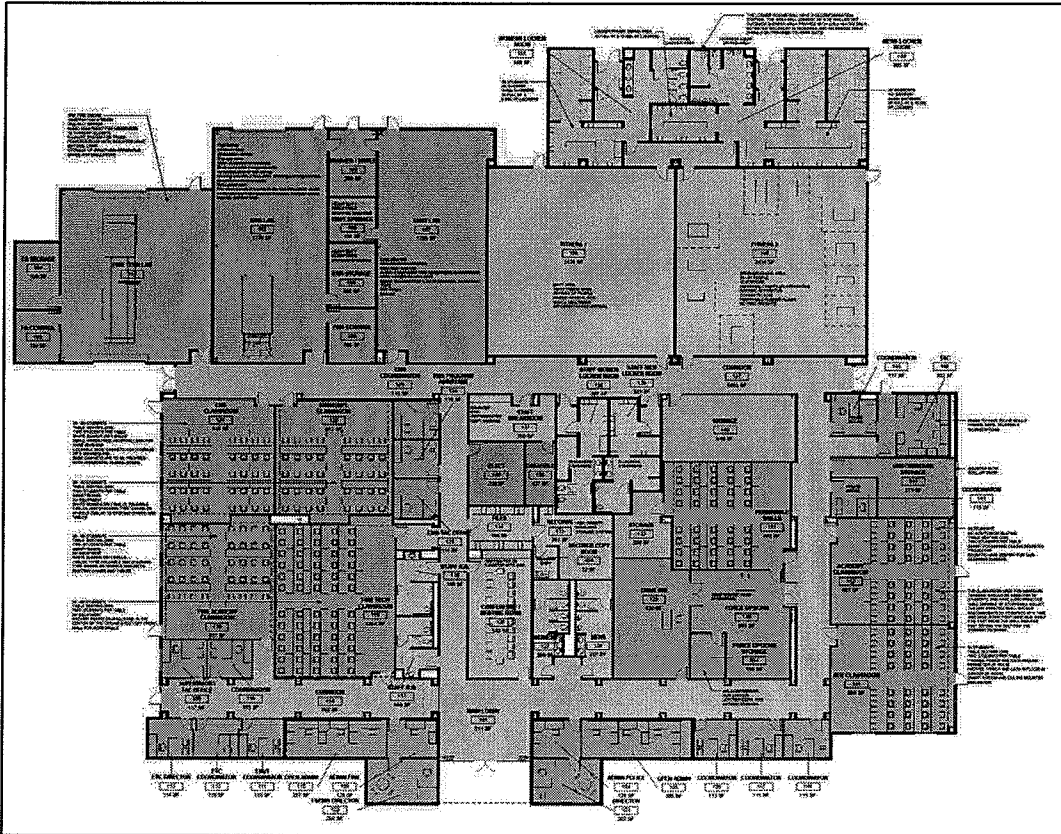
Public Safety Training Complex – Site Plan



Administration/Classroom Building

37,578 Sq. Ft.

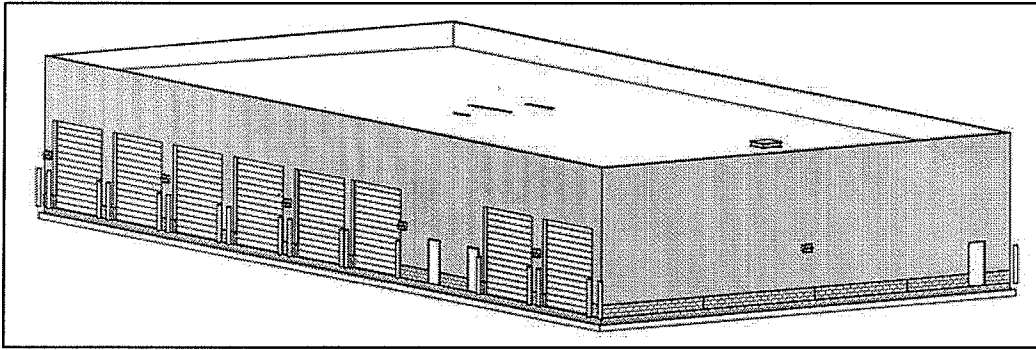
The focal point to this facility is the main administration office and classroom building. This multi-use building supports all of the functions for law enforcement, fire, environmental, and emergency medical. Within the building are all elements associated with the training and teaching of students including exercise, defensive tactics, and locker rooms, high-tech classrooms, teaching labs, and a mock fire apparatus bay.



Apparatus Vehicle Storage Building

12,287 Sq. Ft.

The apparatus building is designed for the storage of the programs' multiple fire training vehicles including fire trucks, emergency medical and rapid response vehicles, and HAZ MAT trailers. The building is equipped with modern vehicle exhaust extraction systems to provide a safe environment. Other areas include secure storage for the multiple disciplines and an office.

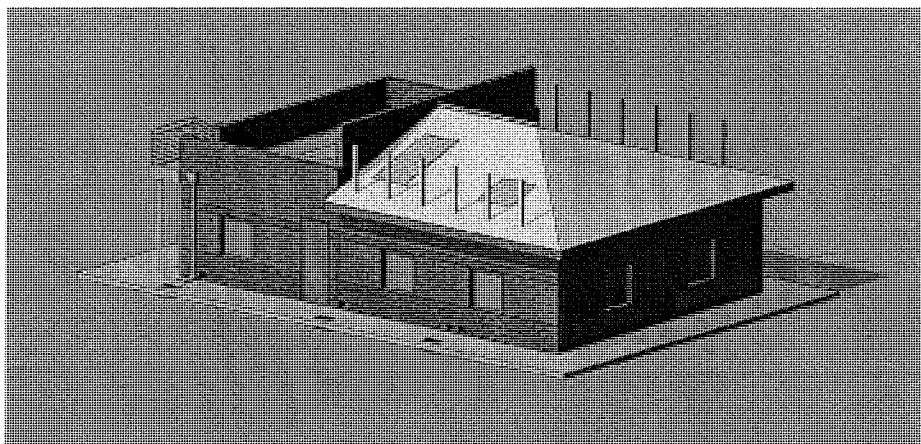


Residential Burn Prop Building

1,236 Sq. Ft.

The residential burn prop structure is a single story building designed for the training in live Class "A" fires. All rooms in the building will accommodate fire training. The multiple application roof has both the typical pitched roof as found on basic residential homes and a flat roof area similar to an industrial structure. Both roofs offer breaching props to the live fire below in order to simulate real world environments. Key features include:

- Class "A" Combustible Fires
- Pitched Roof Breach Props
- Multiple Entry Points
- Flat Roof Breach Props
- Multiple Interior Rooms
- Multiple Ventilation Windows

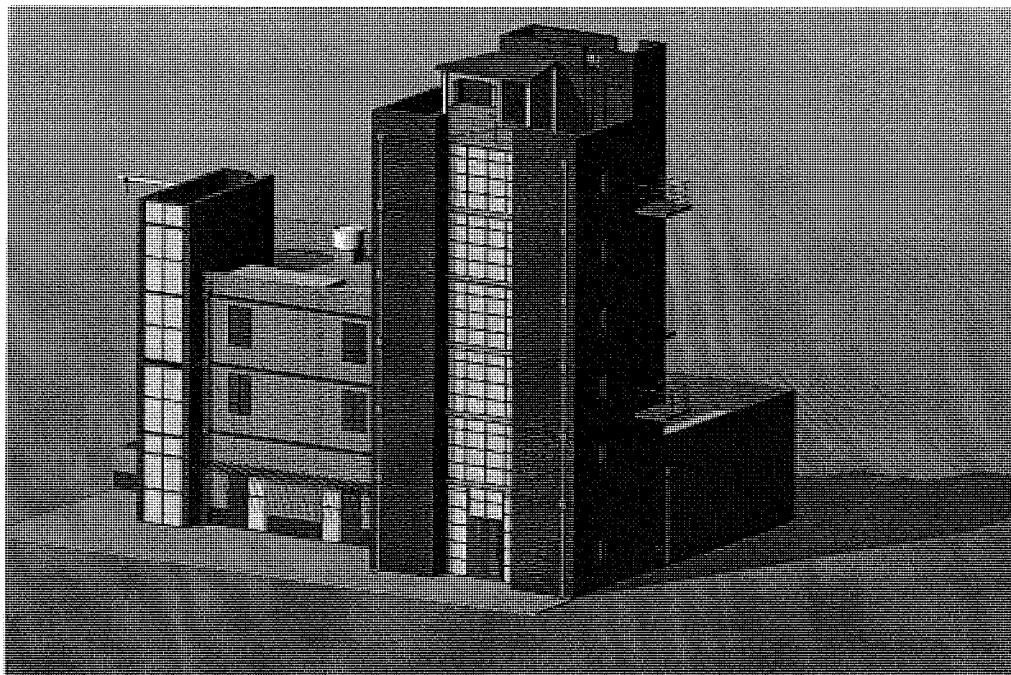


Six-Story Fire Training Tower

10,358 Sq. Ft.

The training tower is a six-story building with many configurable rooms that can be staged for a variety of training scenarios. Skills training can include high-rise, industrial, commercial, and residential activities. There are two computerized interior live fire burn props including a bedroom prop with rollover effect and a 60' long hallway flash-over. Environmentally friendly artificial smoke can be pumped through the building. The nature of the burn rooms allow for the quick turn-around of training evolutions. Stairwells have standpipes and the structure includes a hazardous materials storage room, an elevator shaft, and a collapsed structure space. Moveable partitions create maze rooms. Key features include:

- Hallway Flashover Fire
- Multiple Rappelling Walls
- Elevator Prop
- Live Fire Kitchen Prop
- Roof Breach Props
- Dumpster Fire Prop
- Live Fire Bedroom Prop
- Full---Height Interior Stairs
- Smoke Systems
- Interactive Sound System
- Electrical Panel Prop
- Ceiling Breaching

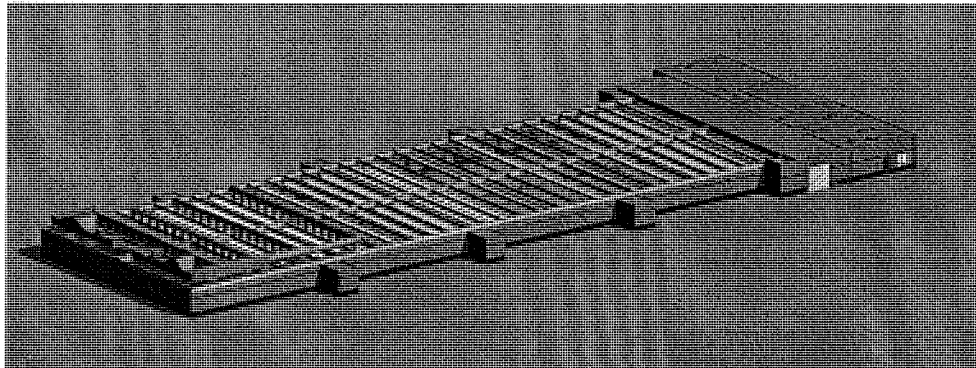


Shooting Range

42,881 Sq. Ft.

This multi-function building is located adjacent to the driving areas. The two-bay vehicle repair portion allows for the ongoing repair and maintenance of the driver training vehicles. The administration area provides offices, break room, storage, and a shooting range control room. The shooting range is a fully baffled, 20-lane x 100-yard range offering state-of-the-art features such as wireless target controls, multiple lighting effects, full-trap containment and lead recovery, air circulation, and filtration. Other designated areas within the range include weapons cleaning, armory, and a weapons repair shop. Elements of the building include:

- 20, Five-Foot Wide Lanes
- Interactive Pneumatic Targets
- Potable Targets
- Multiple Storage Room
- Vehicle Access to Range
- Integrated Sound System
- Full Tactical Training Baffles to 25-Yards
- Armory Room
- Cleaning Counter

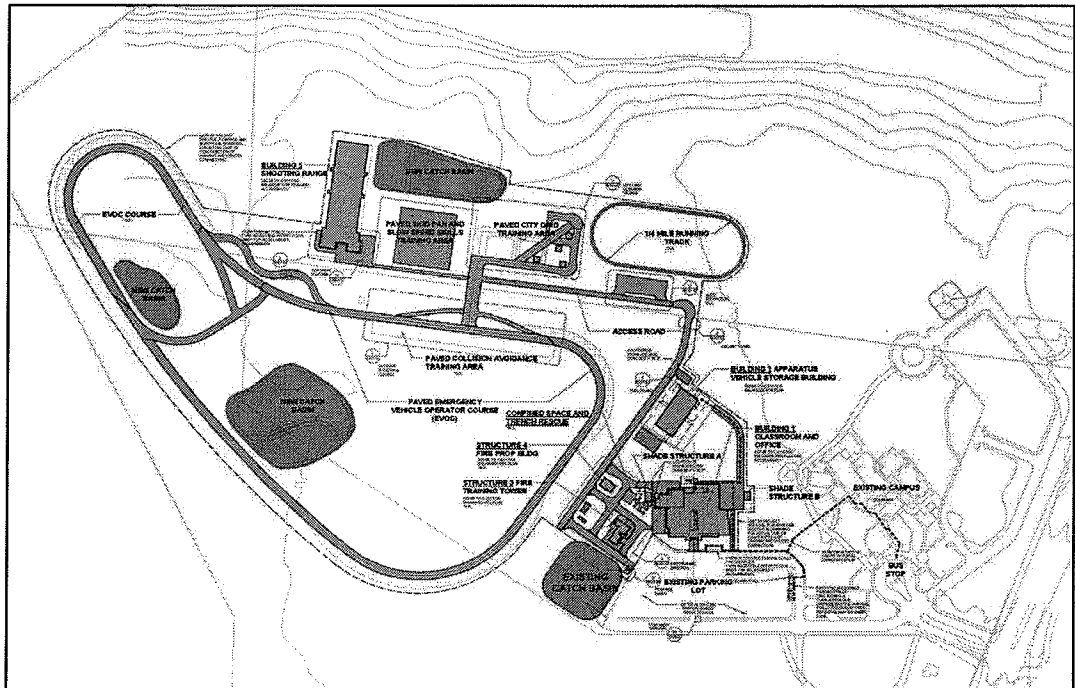


Emergency Vehicle Operations Course (EVOC)

The driving area has been built with a closed loop, 1.3 mile, high-speed track that will support vehicle speeds up to 100 mph. With one of the few facilities in the state that will support high speeds, Allan Hancock College will be able to offer training most facilities cannot. This training is also in line with some of the new guidelines being established by Peace Officer Standards and Training (POST). Another critical component is the availability of a city grid that replicates residential neighborhoods and city blocks. Also included is the POST- required collision avoidance exercise that is required for all law enforcement academy trainees.

A slow-speed skills pad was also built to offer training for the most repetitive of tasks public safety personnel face with respect to day-to-day driving. More than 75 percent of accidents in which public safety personnel are involved are related to mundane, simple driving task such as backing up, parking, and turning. This secure facility provides a training facility without the typical distractions encountered on the roadway.

Finally, the facility includes a skid pad that will allow for training on surfaces replicating loss of traction. This teaches officers what to do when they lose traction due to the elements. By applying water to the surface of the pad, it provides a situation that is similar to a roadway covered by ice or a heavy rain. Personnel learn how to maneuver vehicles that have lost traction and receive hands-on experience with vehicles similar to those they will be driving.



PUBLIC SAFETY PROGRAMS

Fire, Safety, and EMS

The Fire, Safety, and EMS program started in the late 1960s, as did many community college programs, by request of the local fire departments in need of ongoing personnel training. In the late 1970s, Santa Barbara City College, 70 miles to the south, and Cuesta College, 40 miles to the north, were experiencing limited success with their programs. Local fire agencies asked Allan Hancock College to approach Santa Barbara City College and Cuesta College to combine into one viable program. Agreements were reached for Allan Hancock College to run the fire science program in all three college districts.

Today, Allan Hancock College has the only Fire, Safety, and EMS Program in Santa Barbara and San Luis Obispo counties authorized by the State Fire Marshal's California Fire Service Training and Education System (CFSTES) to provide pre- and in-service fire training programs. The pre-service program of study guides students to earn a certificate or associate in science degree in fire technology. The in-service curriculum is composed primarily of CFSTES courses, which are the backbone of the professional development system for local, state, and federal fire service agencies. The CFSTES program of study provides contemporary competencies for careers in hazardous materials safety and control, wildland fire control, heavy rescue, and life safety. The CFSTES programs also include certification ranging from Volunteer Firefighter, Firefighter I, Fire Officer, and Chief Officer. There are more than 57 classes that make up the in-service program of study to qualify for certification in 10 career tracks.

Allan Hancock College created an environmental technology program with its first full-time instructor hired in 1998 to develop a degree program. In 2007, the program was revamped to meet the diverse and changing needs of both the fire and environmental technology industries. The program now has many of its classes divided into modules that can be taken over a longer period of time to meet the needs of the student's schedule. The first ENVT online course was developed and taught in 2008.

The success of the Emergency Medical Services program continued and with that came the EMS Academy. The degree and academy were tailored to meet the requirements of the fire service and ambulance companies to better prepare students for pre-hospital care and patient transport. The academy is split into two sections, a basic academy, which is the EMT1B course, and an advanced academy, which is 200 hours of additional training. This training includes physical fitness and maintenance and operation of ambulances.

Law Enforcement

The Law Enforcement Training program currently offers 33 law enforcement-related courses that include the Basic Law Enforcement Academy and Advanced Officer Training. The Law Enforcement Academy is a full-time program that trains pre-service recruits. Advanced officer training courses ranging from one day to a series of week-long courses are offered each semester to train both local officers and officers from across California. This training helps the officers to maintain the required continuing professional education mandated by the state. The program also contracts with law enforcement agencies to cosponsor training locally.

The Allan Hancock College Basic Law Enforcement Academy is a full-time program that trains pre-service recruits who are either independent recruits putting themselves through the academy or sponsored recruits pre-employed by a law enforcement agency.

The academy is a 21-week (796 hours) intensive course that is a college course with strict para-military discipline. Recruits attending the academy are academically and physically challenged and face complex problem solving in a highly stressful, disciplined, and structured environment. Recruits receive rigorous and challenging training in all phases of law enforcement.

The academy is a Peace Officer Standards and Training (POST) certified course that covers all 43 POST required topics called "learning domains." These domains include approximately two-thirds classroom instruction such as law, dispute resolution, and traffic collision investigation, as well as one-third skills training such as firearms live fire at a shooting range, high-speed driving on a race track and arrest and control skills in the mat room. The 43 learning domains are taught by POST-certified instructors using mandated POST curriculum that includes POST written exams, lesson plans, expanded course outlines, text books, skills test protocols, etc.

Recruits who complete the course are certified by the state to begin the "Field Training Officer" program as a probationary peace officer within any police or sheriff's department in California. The placement rate of academy graduates for the past five years has exceeded 90 percent. They are serving in departments from San Diego to Redding. The average annual number of recruits graduating the program is approximately 60 per year. AHC is the regional academy for Santa Barbara and San Luis Obispo counties.

POST has designated Allan Hancock College Law Enforcement Training as a POST Regional Skills Training Center (RSTC). The AHC RSTC is equipped with Law Enforcement Driving Simulators (LEDS), Force Options Simulator (FOS), skid training car and platform, training mannequins, computers, LCD projectors and other related training equipment.

The Advanced Officer and Perishable Skills courses that are provided by the law enforcement training program use lesson plans, course outlines, exams, exercises, etc. that are all certified by POST. Much of this curriculum is provided and mandated by POST such as Public Safety Dispatcher, PC 832-Arrest, PC 832-Firearms, and Traffic Collision Investigator.

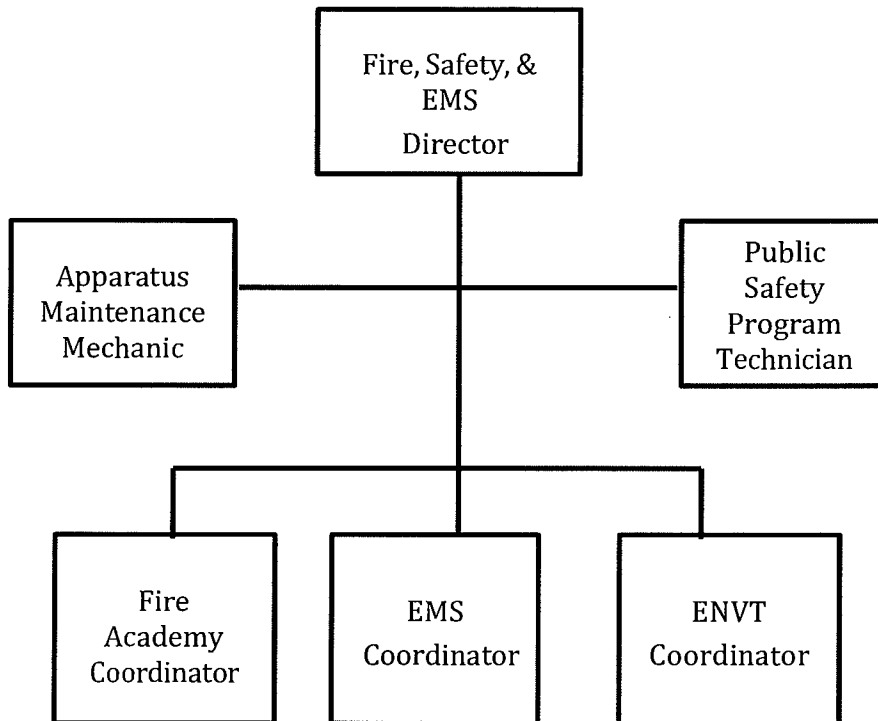
Additionally, POST requires that all peace officers (except reserve officers) below the middle management position and assigned to patrol, traffic, or investigation, and who are routinely involved in the physical arrest of criminal suspects, are required to complete Perishable Skills and Communications training. Perishable Skills training consists of a minimum of 12 hours in each two-year period. Of the total 12 hours required, a minimum of four hours of each of the three following topical areas are required: Arrest and Control, Driver Training/Awareness or Driving Simulator and Force Options Simulator.

STAFFING

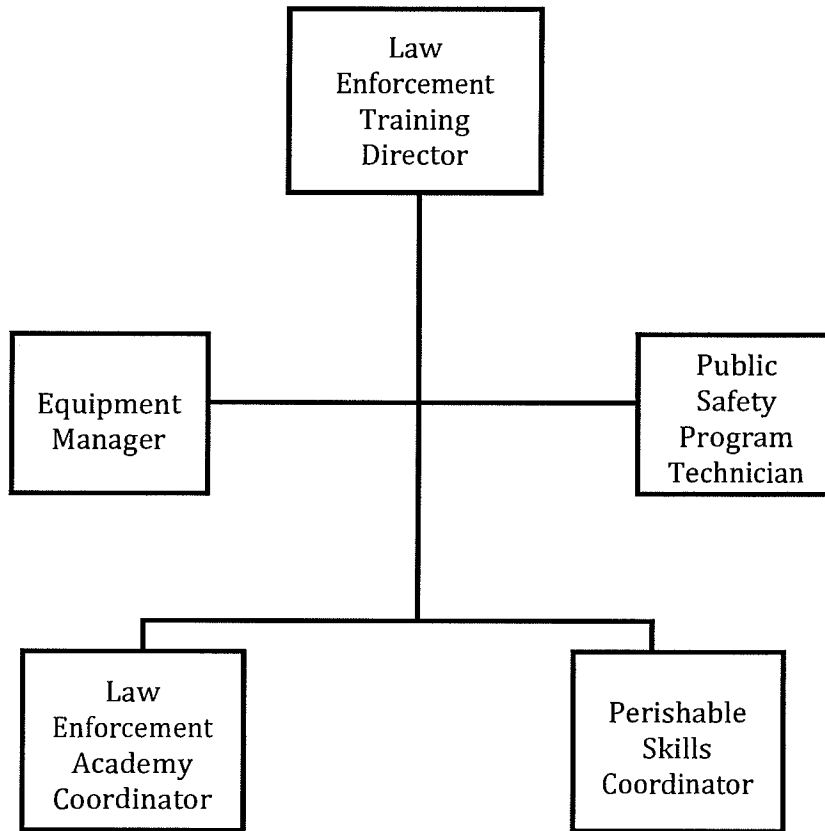
As part of identifying the staffing cost, input was received from the public safety program leadership and district plant services, information technology services, media services, and campus police administrators. Discussions included a review of existing and future personnel functions that may be required to manage, operate, and maintain the new facility. Some additional personnel to perform these functions would allow existing faculty and staff to focus on the specific task to which they have already been assigned, including focusing on course creation and identifying additional revenue streams.

Below are the public safety programs' current, permanent employee organizational charts.

Fire, EMS, & ENVT Programs
Permanent Employees
South Campus Location
FY 2012/13



Law Enforcement Programs
Permanent Employees
South Campus Location
FY 2012/13



Recommended New Positions

The four additional positions described below are needed as of the spring 2014 semester, with the opening of the Public Safety Training Complex at the Lompoc Valley Center. Their associated costs are included in the financial reports in this document. Additional functions/positions may be required as use of the facility expands and revenues from its increased capacity materialize.

1. Public Safety, Associate Dean One Full-time

Provides leadership in developing and supporting the college's public safety programs. Plans, organizes, implements, and evaluates public safety programs and curriculum. Works closely with appropriate administrators, department chairs, program coordinators, faculty, staff, students, and public safety agencies to promote our programs and continuously improve them.

2. Campus Police Officer One Full-time

Patrols grounds and facilities; enforces parking regulations; checks and secures door, rooms, buildings, and equipment; and guards against and inspects for vandalism, illegal entry, theft, and fire.

3. Mail/Shipping and Receiving One Full-time

Ships, receives, and delivers a variety of mail, packages, and equipment; assist in inventorying of new equipment and disposal of salvage equipment, and maintains inventory records and logs.

4. Custodian One Full-time

Performs a variety of cleaning duties; cleans restrooms, vacuums, cleans, removes trash, and polishes floors; performs sessional deep-cleaning; and replaces lamps and secures doors.

FINANCIAL OVERVIEW

The financial overview identifies the known operational costs of the new Public Safety Training Complex. The financial reports reflect actual costs incurred for the 2012-13 fiscal year and projected revenue and costs for fiscal years 2013-14 and 2014-15. These reports include revenues based on state apportionment funding, lottery funding, student fees, and fee-based courses. Moreover, the expenditures include supplies, equipment, utilities, maintenance, and salaries.

The fiscal year 2013-14 and 2014-15 reports anticipate costs of adding staffing. While there is no way to predict actual inflation numbers, there are anticipated ongoing or long-term expenses for the Public Safety Training Complex such as EVOC track re-surfacing and vehicle and equipment replacements.

The three-year longitudinal comparison of annual revenues less expenses indicates the challenge to the college will be to increase revenue by net \$189,975 over FY 2012-13 levels. The good news is that the FY 2013-2014 budget already includes an additional \$94,000, leaving a net need of approximately \$95,000 of need for Fiscal year 2014-15. Staff have already begun discussions with industry groups, federal agencies and local governmental entities to find partnerships that will increase fee-based course offerings and revenue from facility rental.

Annual Revenues Less Expenses Comparison			
	FY 2012/13*	FY 2013/14 Year One	FY 2014/15
Revenues	\$2,837,187	\$2,884,558	\$2,934,558
Expenditures	2,837,187	3,042,564	3,251,942
Difference	\$0	(\$158,006)	(\$317,384)

* Public safety programs currently operating at South Campus, Santa Maria location

Public Safety Training Complex Financial Report
Fiscal Year 2012/13

REVENUE GENERATED:

State Apportionment Funding

	FTES		
Fire Program	283.68 x	\$4,564.83	\$1,294,950.97
Law Enforcement Program	84.29 x	4,564.83	384,769.52
Emergency Medical Services (EMS)	63.59 x	4,564.83	290,277.54
Environmental Technology	18.41 x	4,564.83	<u>84,038.52</u>

\$2,054,036.56

	FTES		
Lottery Revenues	449.97 x	\$ 112.84	\$50,774.61

Contract/Fee Based Classes		95,756.00
Grants X ENVT Program		195,039.00
Student Material Fees		201,507.00
Institutional Support		<u>240,073.83</u>

783,150.44

Total Revenue:

\$ 2,837,187.00

EXPENSES:

Public Safety Programs

Instructional Salaries	\$1,121,233.00
Classified Salaries	589,108.00
Benefits	288,900.00
Instructional Supplies	179,613.00
Contracted Services	373,338.00
Capital Outlay, Equipment	<u>105,705.00</u>

EXPENSES IN OTHER BUDGETS

Utilities	\$134,090.00
Fuel (Gasoline & Diesel)	<u>45,200.00</u>

\$2,657,897.00

179,290.00

Total Expenses

2,837,187.00

REVENUE LESS EXPENSES

(\$0.00)

Public Safety Training Complex Financial Report
Fiscal Year 2013/14, Projected

REVENUE GENERATED:

State Apportionment Funding

	FTEs			
Fire Program	283.68 x	\$4,636.49	\$1,315,279.48	
Law Enforcement Program	84.29 x	4,636.49	390,809.74	
Emergency Medical Services (EMS)	63.59 x	4,636.49	294,834.40	
Environmental Technology	18.41 x	4,636.49	85,357.78	
			\$2,086,281.41	
	FTEs			
Lottery Revenues	449.97 x	\$126.00	\$56,696.22	
Contract/Fee Based Classes			100,000.00	
Grants---ENVT Program			200,000.00	
Student Material Fees			201,507.00	
Institutional Support			240,073.83	
Facilities Rental, Projected			0.00	
			798,277.05	
Total Revenue:				\$2,884,558.46

EXPENSES:

Public Safety Programs

Public Safety Associate Dean [1]				
Instructional Salaries			1,124,233.00	
Classified Salaries			591,108.00	
Benefits			288,900.00	
Instructional Supplies			179,613.00	
Contracted Services			373,338.00	
Capital Outlay, Equipment			105,705.00	
			\$2,726,601.50	

EXPENSES IN OTHER BUDGETS

Utilities [2]			\$151,595.50	
Fuel (Gasoline & Diesel)			45,200.00	
Propane, Props			10,800.00	
EVO Maintenance			15,000.00	
Classified Positions				
Campus Police Officer [1]			39,549.00	
Custodian [1]			24,399.00	
Mail/Shipping & Receiving [1]			24,399.00	
Insurance [3]			3,920.00	
Alarm Service [2]			1,100.00	
			315,962.50	

Total Expenses

3,042,564.00

REVENUE LESS EXPENSES

(\$158,005.54)

Notes:

[1] Expense assumes a January 1, 2014 hire

[2] Assumes facilities use will commence January 1, 2014

[3] Assumes substantial construction substantial completion November 1, 2013

Public Safety Training Complex Financial Report
Fiscal Year 2014/15, Projected

REVENUE GENERATED:

State Apportionment Funding

	FTEs			
Fire Program	283.68 x	\$4,636.49	\$1,315,279.48	
Law Enforcement Program	84.29 x	4,636.49	390,809.74	
Emergency Medical Services (EMS)	63.59 x	4,636.49	294,834.40	
Environmental Technology	18.41 x	4,636.49	<u>85,357.78</u>	
				\$2,086,281.41

	FTEs			
Lottery Revenues	449.97 x	\$126.00	\$56,696.22	
Contract/Fee Based Classes			150,000.00	
Grants --- ENVT Program			200,000.00	
Student Material Fees			201,507.00	
Institutional Support			240,073.83	
Facilities Rental, Projected			<u>0.00</u>	
				<u>848,277.05</u>

\$2,934,558.46

EXPENSES:

Public Safety Programs

Public Safety Associate Dean [1]			
Instructional Salaries [2]			1,152,233.00
Classified Salaries			593,108.00
Benefits			288,900.00
Instructional Supplies			179,613.00
Contracted Services			373,338.00
Capital Outlay, Equipment			<u>105,705.00</u>

\$2,820,306.00

EXPENSES IN OTHER BUDGETS

Utilities			\$169,101.00
Fuel (Gasoline & Diesel)			45,200.00
Propane, Props			21,600.00
EVOC Maintenance			15,000.00
Classified Positions			
Campus Police Officer			73,098.00
Custodian			48,798.00
Mail/Shipping & Receiving			48,798.00
Insurance			7,841.00
Alarm Service			<u>2,200.00</u>

431,636.00

Total Expenses

3,251,942.00

REVENUE LESS EXPENSES

(\$317,383.54)

Notes:

[1] Expense assumes a January 1, 2014 hire

[2] 50% of increase in contract/fee based classes included in expenditures

	FY2005	FY2006	FY2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY2015
LAW ENFORCEMENT											
Part time Faculty	127,825	113,288	122,305	164,475	201,381	177,751	178,275	155,708	179,682	221,104	269,985
% change from PY		-11.4%	8.0%	34.5%	22.4%	-11.7%	0.3%	-12.7%	15.4%	23.1%	22.1%
Program Assistants	34,790	24,741	39,686	29,233	57,147	51,213	54,074	58,115	65,464	74,484	50,937
% change from PY		-28.9%	60.4%	-26.3%	95.5%	-10.4%	5.6%	7.5%	12.6%	13.8%	-31.6%
GRAND TOTAL	162,614	138,029	161,992	193,708	258,527	228,964	232,349	213,823	245,145	295,588	320,922
% change from PY		-15.1%	17.4%	19.6%	33.5%	-11.4%	1.5%	-8.0%	14.6%	20.6%	8.6%
Contracted Instruction	0	0	0	300	0	0	648	0	21,060	43,740	41,200
% change from PY					-100.0%			-100.0%		107.7%	-5.8%

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
FIRE TECHNOLOGY/ACADEMY											
Part time Faculty	130,478	131,197	175,350	172,383	144,133	202,236	236,509	240,943	256,144	311,658	331,067
% change from PY		0.6%	33.7%	-1.7%	-16.4%	40.3%	16.9%	1.9%	6.3%	21.7%	6.2%
Program Assistants	55,201	50,179	112,234	83,876	73,337	109,465	124,198	106,079	119,580	171,742	171,317
% change from PY		-9.1%	123.7%	-25.3%	-12.6%	49.3%	13.5%	-14.6%	12.7%	43.6%	-0.2%
GRAND TOTAL	185,679	181,376	287,584	256,259	217,470	311,701	360,707	347,023	375,724	483,400	502,384
% change from PY		-2.3%	58.6%	-10.9%	-15.1%	43.3%	15.7%	-3.8%	8.3%	28.7%	3.9%
Contracted Instruction	382,331	431,200	439,429	393,924	498,633	537,077	445,177	297,704	292,075	274,193	319,854
% change from PY		12.8%	1.9%	-10.4%	26.6%	7.7%	-17.1%	-33.1%	-1.9%	-6.1%	16.7%

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift/other	0.00
salary	3,317.00
longevity	0.00
	3,317.00

Vacant
Equipment Specialist

		ANNUAL SALARY
SALARY:	Effective Dates: Annual Range-Step : 20A FTE 100.000% Hours/Week 37.0 Months/Year 12	salary 39,804 shift 0 longevity 0 <hr/> \$39,804
BENEFITS:	PERS 13.050% OASDHI 6.20% MEDICARE 1.45% SUI 0.05% W/C 2.289%	5,194 2,468 577 20 911 <hr/> \$9,170
	MANDATORY BENEFITS TOTAL	<hr/> \$9,170
	INC PROT 0.225% MEDICAL 1,176.17 DENTAL 163.80 LIFE 12.06 VISION 5.65 POST EMPLOYMENT HEALTH BENEFITS 0.52% CASH IN LIEU 0.00	90 14,114 1,966 145 68 207 0 <hr/> \$16,589
	FRINGE BENEFITS TOTAL	<hr/> \$16,589
	TOTAL BENEFITS	<hr/> \$25,759
	TOTAL SAL & BEN	<hr/> \$65,563

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift	0.00
salary	3,317.00
longevity	0.00
	3,317.00

New
Equipment Specialist

**ANNUAL
SALARY**

SALARY:	Effective Dates: Annual		
	Range-Step: 20A	salary	20,978
	FTE 52.703%	shift	0
	Hours/Week 19.5000	longevity	0
	Months/Year 12.00		\$20,978
 BENEFITS:	 PERS	0.000%	0
	OASDHI	0.00%	0
	MEDICARE	1.45%	304
	SUI	0.05%	10
	W/C	2.289%	480
MANDATORY BENEFITS TOTAL			\$795
	INC PROT	0.000%	0
	MEDICAL	0.00	0
	DENTAL	0.00	0
	LIFE	0.00	0
	VISION	0.00	0
	POST EMPLOYMENT HEALTH BENEFITS	0.00%	0
	CASH IN LIEU	0.00	0
FRINGE BENEFITS TOTAL			\$0
	TOTAL BENEFITS		\$795
	TOTAL SAL & BEN		\$21,773

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly:	
shift/other	0.00
salary	4,362.00
longevity	0.00
	4,362.00

Michael Cottam
Fire Safety EMS/Heavy Equipment Operator

**ANNUAL
SALARY**

	Effective Dates:	Annual		
SALARY:	Range-Step:	23E	salary	52,344
	FTE	100.000%	shift	0
	Hours/Week	37.0	longevity	0
	Months/Year	12		\$52,344
BENEFITS:	PERS	13.050%		6,831
	OASDHI	6.20%		3,245
	MEDICARE	1.45%		759
	SUI	0.05%		26
	W/C	2.289%		1,198
MANDATORY BENEFITS TOTAL				\$12,060
	INC PROT	0.225%		118
	MEDICAL	448.02		5,376
	DENTAL	55.53		666
	LIFE	12.06		145
	VISION	5.65		68
	POST EMPLOYMENT HEALTH BENEFITS	0.52%		272
	CASH IN LIEU	923.40		923
FRINGE BENEFITS TOTAL				\$7,568
	TOTAL BENEFITS			\$19,628
	TOTAL SAL & BEN			\$71,972

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift/other	0.00
salary	3,223.00
longevity	0.00
	3,223.00

New
Heavy Equipment Operator/Mechanic

ANNUAL
SALARY

SALARY:	Effective Dates: Annual Range-Step: 23A FTE: 100.000% Hours/Week: 37.0 Months/Year: 12		salary 38,676 shift 0 longevity 0 <hr style="width: 100%;"/> \$38,676
BENEFITS:	PERS 13.050% OASDHI 6.20% MEDICARE 1.45% SUI 0.05% W/C 2.289%		5,047 2,398 561 19 885 <hr style="width: 100%;"/> \$8,911
MANDATORY BENEFITS TOTAL			\$8,911
	INC PROT 0.225% MEDICAL 1,176.17 DENTAL 163.80 LIFE 12.06 VISION 5.65 POST EMPLOYMENT HEALTH BENEFITS 0.52% CASH IN LIEU 0.00		87 14,114 1,966 145 68 201 0 <hr style="width: 100%;"/> \$16,580
FRINGE BENEFITS TOTAL			\$16,580
	TOTAL BENEFITS		\$25,491
	TOTAL SAL & BEN		\$64,167

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift/other	0.00
salary	3,317.00
longevity	0.00
	3,317.00

New

Instructional Assistant-Public Safety

**ANNUAL
SALARY**

SALARY:	Effective Dates: Annual		salary	33,170
	Range-Step: 20A		shift	0
	FTE 100.000%		longevity	0
	Hours/Week 37.0			\$33,170
	Months/Year 10			
BENEFITS:	PERS	13.050%		4,329
	OASDHI	6.20%		2,057
	MEDICARE	1.45%		481
	SUI	0.05%		17
	W/C	2.289%		759
	MANDATORY BENEFITS TOTAL			\$7,642
	INC PROT	0.225%		75
	MEDICAL	1,176.17		14,114
	DENTAL	163.80		1,966
	LIFE	12.06		145
	VISION	5.65		68
	POST EMPLOYMENT HEALTH BENEFITS	0.52%		172
	CASH IN LIEU	0.00		0
	FRINGE BENEFITS TOTAL			\$16,539
	TOTAL BENEFITS			\$24,181
	TOTAL SAL & BEN			\$57,351

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift/other	0.00
salary	3,317.00
longevity	0.00
	3,317.00

New			ANNUAL
Instructional Assistant-Public Safety			SALARY
	Effective Dates:	Annual	
SALARY:	Range-Step :	20A	salary
	FTE	100.000%	shift
	Hours/Week :	37.0	longevity
	Months/Year	12	\$39,804
BENEFITS:	PERS	13.050%	5,194
	OASDHI	6.20%	2,468
	MEDICARE	1.45%	577
	SUI	0.05%	20
	W/C	2.289%	911
MANDATORY BENEFITS TOTAL			\$9,170
	INC PROT	0.225%	90
	MEDICAL	1,176.17	14,114
	DENTAL	163.80	1,966
	LIFE	12.06	145
	VISION	5.65	68
	POST EMPLOYMENT HEALTH BENEFITS	0.52%	207
	CASH IN LIEU	0.00	0
FRINGE BENEFITS TOTAL			\$16,589
	TOTAL BENEFITS		\$25,759
	TOTAL SAL & BEN		\$65,563

Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift/other	0.00
salary	2,660.00
longevity	0.00
	2,660.00

New
Lab Assistant - Public Safety

**ANNUAL
SALARY**

SALARY:	Effective Dates: Annual			
	Range-Step: 13A		salary	26,600
	FTE: 100.000%		shift	0
	Hours/Week: 37.0		longevity	0
	Months/Year: 10			\$26,600
 BENEFITS:	 PERS	 13.050%		 3,471
	OASDHI	6.20%		1,649
	MEDICARE	1.45%		386
	SUI	0.05%		13
	W/C	2.289%		609
MANDATORY BENEFITS TOTAL				\$6,128
	INC PROT	0.225%		60
	MEDICAL	1,176.17		14,114
	DENTAL	163.80		1,966
	LIFE	12.06		145
	VISION	5.65		68
	POST EMPLOYMENT HEALTH BENEFITS	0.52%		138
	CASH IN LIEU	0.00		0
FRINGE BENEFITS TOTAL				\$16,490
	TOTAL BENEFITS			\$22,619
	TOTAL SAL & BEN			\$49,219

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift/other	0.00
salary	3,416.00
longevity	0.00
	3,416.00

Tina Middleton
Public Safety Program Tech

**ANNUAL
SALARY**

SALARY:		Effective Dates: Annual		
	Range-Step	16D	salary	40,992
	FTE	100.000%	shift	0
	Hours/Week	37.0	longevity	0
	Months/Year	12		\$40,992
BENEFITS:				
	PERS	13.050%		5,349
	OASDHI	6.20%		2,542
	MEDICARE	1.45%		594
	SUI	0.05%		20
	W/C	2.289%		938
MANDATORY BENEFITS TOTAL				\$9,444
	INC PROT	0.225%		92
	MEDICAL	848.11		10,177
	DENTAL	55.53		666
	LIFE	12.06		145
	VISION	5.65		68
	POST EMPLOYMENT HEALTH BENEFITS	0.52%		213
	CASH IN LIEU	440.60		441
FRINGE BENEFITS TOTAL				\$11,802
TOTAL BENEFITS				\$21,246
TOTAL SAL & BEN				\$62,238

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift/other	0.00
salary	2,950.00
longevity	0.00
	2,950.00

Vacant

Public Safety Program Technician

ANNUAL
SALARY

	Effective Dates:	Annual			
SALARY:	Range-Step :	16A	salary	35,400	
	FTE	100.000%	shift	0	
	Hours/Week	37.0	longevity	0	
	Months/Year	12		\$35,400	
BENEFITS:	PERS	13.050%		4,620	
	OASDHI	6.20%		2,195	
	MEDICARE	1.45%		513	
	SUI	0.05%		18	
	W/C	2.289%		810	
	MANDATORY BENEFITS TOTAL			\$8,156	
	INC PROT	0.225%		80	
	MEDICAL	1,176.17		14,114	
	DENTAL	163.80		1,966	
	LIFE	12.06		145	
	VISION	5.65		68	
	POST EMPLOYMENT HEALTH BENEFITS	0.52%		184	
	CASH IN LIEU	0.00		0	
	FRINGE BENEFITS TOTAL			\$16,556	
	TOTAL BENEFITS			\$24,712	
	TOTAL SAL & BEN			\$60,112	

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16

2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift	0.00
salary	2,842.00
longevity	0.00
	2,842.00

Lisa Hernandez
Public Safety Support Tech I

ANNUAL
SALARY

	Effective Dates:	Annual		
SALARY:	Range-Step :	12C	salary	17,974
	FTE	52.703%	shift	0
	Hours/Week	19,5000	longevity	0
	Months/Year	12.00		\$17,974
BENEFITS:	PERS	0.000%		0
	OASDHI	0.00%		0
	MEDICARE	1.45%		261
	SUI	0.05%		9
	W/C	2.289%		411
MANDATORY BENEFITS TOTAL				\$681
	INC PROT	0.000%		0
	MEDICAL	0.00		0
	DENTAL	0.00		0
	LIFE	0.00		0
	VISION	0.00		0
	POST EMPLOYMENT HEALTH BENEFITS	0.00%		0
	CASH IN LIEU	0.00		0
FRINGE BENEFITS TOTAL				\$0
	TOTAL BENEFITS			\$681
	TOTAL SAL & BEN			\$18,655

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift	0.00
salary	2,578.00
longevity	0.00
	2,578.00

vacant
Public Safety Support Tech I

ANNUAL
SALARY

SALARY:	Effective Dates: Annual		
	Range-Step: 12A		salary 16,304
	FTE 52.703%		shift 0
	Hours/Week 19,5000		longevity 0
	Months/Year 12.00		\$16,304
 BENEFITS:	PERS	0.000%	0
	OASDHI	0.00%	0
	MEDICARE	1.45%	236
	SUI	0.05%	8
	W/C	2.289%	373
MANDATORY BENEFITS TOTAL			\$618
	INC PROT	0.000%	0
	MEDICAL	0.00	0
	DENTAL	0.00	0
	LIFE	0.00	0
	VISION	0.00	0
	POST EMPLOYMENT HEALTH BENEFITS	0.00%	0
	CASH IN LIEU	0.00	0
FRINGE BENEFITS TOTAL			\$0
	TOTAL BENEFITS		\$618
	TOTAL SAL & BEN		\$16,922

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift/other	0.00
salary	3,048.00
longevity	0.00
	3,048.00

New
Academic Support Specialist

	Effective Dates:	Annual		ANNUAL SALARY
SALARY:	Range-Step	17A	salary	30,480
	FTE	100.000%	shift	0
	Hours/Week	37.0	longevity	0
	Months/Year	10		\$30,480
BENEFITS:	PERS	13.050%		3,978
	OASDHI	6.20%		1,890
	MEDICARE	1.45%		442
	SUI	0.05%		15
	W/C	2.289%		698
MANDATORY BENEFITS TOTAL				\$7,022
	INC PROT	0.225%		69
	MEDICAL	1,176.17		14,114
	DENTAL	163.80		1,966
	LIFE	12.06		145
	VISION	5.65		68
	POST EMPLOYMENT HEALTH BENEFITS	0.52%		158
	CASH IN LIEU	0.00		0
FRINGE BENEFITS TOTAL				\$16,519
	TOTAL BENEFITS			\$23,542
	TOTAL SAL & BEN			\$54,022

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

11-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly		
shift/other	0.00	0.00
salary	4,147.00	3,731.00
longevity	0.00	0.00
	4,147.00	3,731.00

Denise Baldwin
Change of Status

		<u>NEW</u> <u>SALARY</u>	<u>CURRENT</u> <u>SALARY</u>	<u>INCREASE</u>
	FROM: 19D			
	TO: 28A			
	DATE: Annual			
SALARY:				
	salary	49,764	44,772	
	shift/other	0	0	
	longevity	0	0	
		\$49,764	\$44,772	4,992
	<u>CSEA</u>			
BENEFITS:	PERS 13.050%	6,494	5,843	
	OASDHI 6.200%	3,085	2,776	
	MEDICARE 1.45%	722	649	
	SUI 0.05%	25	22	
	W/C 2.289%	1,139	1,025	
MANDATORY BENEFITS TOTAL		11,465	10,315	
	INC PROT 0.225% *	112	101	
	MEDICAL 1,176.17	14,114	14,114	
	DENTAL 163.80	1,966	1,966	
	LIFE 12.06	145	145	
	VISION 5.65	68	68	
	POST-RETIREE 0.52%	259	233	
	CASH-IN-LIEU 0.00	0	0	
FRINGE BENEFITS TOTAL		16,663	16,626	
	TOTAL BENEFITS	\$28,128	\$26,941	\$1,187
	TOTAL SAL & BEN	\$77,892	\$71,713	\$6,179

Actual Out-of-Class/Re-Class placement to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change

Prepared by S. Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift/other	0.00
salary	3,317.00
longevity	0.00
	3,317.00

Vacant
Instructional Assistant

**ANNUAL
SALARY**

SALARY:	Effective Dates:	Annual	salary	17,930
	Range-Step :	20A	shift	0
	FTE	54.054%	longevity	0
	Hours/Week	20.0		\$17,930
	Months/Year	10		
 BENEFITS:	PERS	13.050%		2,340
	OASDHI	6.20%		1,112
	MEDICARE	1.45%		260
	SUI	0.05%		9
	W/C	2.289%		410
MANDATORY BENEFITS TOTAL				\$4,131
	INC PROT	0.225%		40
	MEDICAL	1,176.17		7,629
	DENTAL	163.80		1,062
	LIFE	12.06		145
	VISION	5.65		68
	POST EMPLOYMENT HEALTH BENEFITS	0.52%		93
	CASH IN LIEU	0.00		0
FRINGE BENEFITS TOTAL				\$9,038
	TOTAL BENEFITS			\$13,169
	TOTAL SAL & BEN			\$31,098

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CERTIFICATED:
=====

Annual	
other	0
salary	68,159.00
longevity	0.00
	68,159.00

FT Faculty

SALARY:	Step: Effective Date:	III-8 Annual	CURRENT SALARY	
			salary	68,159
			other	0
			longevity	0
				68,159
BENEFITS:				
	STRS	12.58%	8,574	
	MEDICARE	1.45%	988	
	SUI	0.05%	34	
	WC	2.289%	1,560	
	MANDATORY BENEFITS TOTAL		11,157	
	INC PROT	0.225%	153	
	MEDICAL	953.00	11,436	# of Months
	DENTAL	139.00	1,668	12
	LIFE	12.06	145	
	VISION	5.65	68	
	POST-RETIREE HEALTH	0.52%	354	
	CASH-IN-LIEU	0.00	0	
	FRINGE BENEFITS TOTAL		13,824	
	TOTAL BENEFITS		\$24,981	
	TOTAL SAL & BENEFITS		\$ 93,140	

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S. Allen

ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CERTIFICATED:
=====

Annual	
other	0
salary	108,437.00
longevity	0.00
	108,437.00

Vacant
Associate Dean, Public Safety

SALARY:	Step: Effective Date:	9C Annual	CURRENT SALARY
			salary 108,437
			other 0
			longevity 0
			108,437
BENEFITS:			
	STRS	12.58%	13,641
	MEDICARE	1.45%	1,572
	SUI	0.05%	54
	W/C	2.289%	2,482
	MANDATORY BENEFITS TOTAL		17,750
	INC PROT	0.225%	244
	MEDICAL	953.00	11,436
	DENTAL	140.64	1,688
	LIFE	12.06	145
	VISION	5.65	68
	POST-RETIREE HEALTH	0.52%	564
	CASH-IN-LIEU	0.00	0
	FRINGE BENEFITS TOTAL		14,144
	TOTAL BENEFITS		\$31,894
	TOTAL SAL & BENEFITS		\$ 140,331

of Months
12

Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change

Prepared by S. Allen

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

12-Apr-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CERTIFICATED:
=====

Annual	
other	0
salary	108,225.00
longevity	0.00
	108,225.00

Doug Dickson
Interim Director, Fire Technology

	Step:	13E	CURRENT	SALARY	
SALARY:	Effective Date:	Annual	salary	108,225	
			other	0	
			longevity	0	
				108,225	
 BENEFITS:					
	STRS	12.58%		13,615	
	MEDICARE	1.45%		1,569	
	SUI	0.05%		54	
	W/C	2.289%		2,477	
MANDATORY BENEFITS TOTAL				17,715	
	INC PROT	0.225%		244	
	MEDICAL	0.00		0	
	DENTAL	140.64		1,688	
	LIFE	12.06		145	
	VISION	5.65		68	
	POST-RETIREE HEALTH	0.52%		563	
	CASH-IN-LIEU	1,248.00		1,248	
FRINGE BENEFITS TOTAL				3,954	
	TOTAL BENEFITS			\$21,670	
	TOTAL SAL & BENEFITS			\$ 129,895	

of Months
12

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S. Allen

ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD

12-Apr-16

2016-2017 SALARY & BENEFIT COST ESTIMATE

CERTIFICATED PART TIME FACULTY/FULL TIME FACULTY OVERLOAD - EXTRA DAYS

=====

40% Reassigned Time for EMS Coordination

SALARY: Annual

		\$8,568
		<u>\$8,568</u>
STRS	12.58%	\$1,078
MEDICARE	1.45%	\$124
SUI	0.05%	4
W/C	2.289%	196
INC PROT	0.00%	0
		<u>0</u>
TOTAL BENEFITS		<u>\$1,402</u>
TOTAL SAL & BEN		<u><u>\$9,970</u></u>

Mandatory benefit rates are subject to change

Prepared by S Allen

STRADLING YOCCA CARLSON & RAUTH

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SANTA BARBARA
(805) 564-0065
SACRAMENTO
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DAVID G. CASNOCHA
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DCASNOCHA@SYCR.COM

ACBO CONFERENCE

MAY 21, 2013

**PRIVATE ACTIVITY/REVENUE GENERATION/FEDERAL TAX LAW ISSUES IN
COMMUNITY COLLEGE DISTRICT GENERAL OBLIGATION BOND PROGRAMS**

This memo provides a general introduction to Federal tax law issues whenever community college district utilizes surplus space in a tax-exempt bond-funded facility for revenue generation.

The area of Federal income tax applicable to the issues described herein is complex and this memo is not intended to provide specific guidance on specific instances of revenue generation arrangements. Rather, this memo is an overview only, written to alert administrators to the circumstances that should prompt a call to bond counsel for a more thorough analysis of specific facts and impacts.

Background

There are several general rules which govern the expenditure of bond proceeds. First, expenditure of all bond funds are subject to both State and Federal law restrictions. For State law purposes, bond funds may only be spent for the construction, acquisition, renovation, furnishing and equipping of school facilities. Therefore, a college may not use bond funds for the direct purpose of acquiring, designing and constructing a facility for the exclusive or primary purpose of revenue generation. For all bond funded projects there must be a reasonable expectation that the financed facilities will be immediately or within a reasonable time, used for school/college purposes.

The second rule acknowledges that for Federal tax law purposes, there are two large categories of tax-exempt bonds – “governmental” and “private activity.” A “governmental” bond is one where 95% of the proceeds of a series of tax-exempt bonds are spent on facilities which reflect the governmental purpose of the bond issuing entity. Community college districts only issue “governmental” bonds. For each series of tax-exempt bonds issued, all districts covenant that they will not take any actions which would jeopardize the “governmental” status of its bonds.

The other category of tax-exempt bonds is “private activity” bonds, so called because the beneficiary of the financing is a non-governmental or proprietary entity whose financed project is, however, one that advances a significant public purpose. For example, Chevron Oil can borrow money on a tax-exempt basis to construct a solid waste disposal facility, and Claremont McKenna College, as a 501(c)(3) entity can access tax-exempt bond funds to expand their private university because both solid waste disposal and education are deemed to be valued public purposes.

Because the tax requirements for governmental bonds are different than those for private activity bonds, districts agree to comply with the tax regulations only applicable to governmental bonds. Primary among those requirements is the limited percentage of bond proceeds and bond financed project space that can be allocated to private activity or to revenue generation from a non-governmental entity. If districts use too much of their tax-exempt bond proceeds derived from a particular series of bonds for "private activity" they risk the loss of the tax-exempt status of the those bonds because the Internal Revenue Service would conclude that the districts' bonds had lost their "governmental" status.

The third rule is we are most interested in longer-term private activity being conducted in a bond financed facility. Private activity that is short-term, or usage resulting from a facility being available to the public on a first-come first-serve basis, is not the type of private activity that raises serious legal issues.

Lastly, while we are primarily concerned about longer-term use arrangements, or certain types of management contracts, there is one provision in documents that can cure all private activity violations – a termination clause without penalty and without cause, exercisable on 50 days notice. Notwithstanding failure to comply with the rules summarized below, if a lease or use agreement can be terminated without penalty and without cause by the district on 50 days or less notice, the lease or use agreement cannot be deemed private activity which might otherwise have had an adverse impact on the tax-exempt status of bonds.

Illustration

To illustrate the "private activity" rules, consider the following hypothetical fact pattern:

FACTS

Community College District "X" (the "District") sells tax-exempt general obligation bonds (the "Bonds") to finance the construction of a large academic and administrative facility (the "Project"). The District contemplates that it will only require use of a portion of the Project and that it may lease the unused portion of the Project (the "Excess Portion") to certain private businesses (the "Private Users") for the purpose of generating a new revenue to the District.

ISSUES

1. What tax issues arise from the District's construction of the Excess Portion with the Bond proceeds?
2. What are the limitations on the District's ability to lease the Excess Portion to Private Users?

ANALYSES

1. The acquisition and development of the Excess Portion, in and of itself, does not give rise to any tax issues. The fact that the District is not able to utilize the Excess Portion immediately and that such Excess Portion remains vacant is not problematic as long as the District is able to demonstrate that it anticipates further growth and expects to use the Excess Portion for its governmental purposes.

2. To the extent that the District leases the Excess Portion to Private Users, the District is subject to certain "private activity bond" limitations. Generally, those limitations are that: (a) no more than 10% of the proceeds of the Bonds be used, directly, or indirectly, in a trade or business of any person other than a state or local governmental unit, AND (b) no more than 10% the proceeds of the Bonds is either (i) directly or indirectly to be derived from payments (whether or not to the issuer) in respect of property, or borrowed money, used or to be used for a private business use (the "private payment test") or (ii) directly or indirectly secured by any interest in property used or to be used for a private business use or payments in respect of such property (the "private security test"). If the Excess Portion is leased to Private Users for a use that is not functionally related to the District's governmental use of the Project (e.g. an office building leased to Private Users), the 10% limitations are reduced to 5%. An example of a use that is functionally related to the District's governmental use of a project might be a privately owned cafeteria geared towards servicing students or leasing space to a 501(c)(3) entity in the education business. These related uses permit the 10% test to apply.

How do you measure private use? For purposes of determining whether private use exceeds the permissible 10% (or 5%) amount (i.e. the first prong "(a)" of the test described above), the District must measure the amount of private use of a project. Measuring the amount of private use requires a 2-step averaging process. The first step requires measuring the actual amount of private use during certain one-year periods by comparing the amount of private use during the year to the total amount of actual use (by the District) during that year. The second step requires averaging the amount of private use during the "measurement period" (which begins on the later of the date the Bonds are sold or the date the project is placed in service, and ends on the maturity date of the Bonds).

Example. Assume that the Excess Portion comprises 3 floors of a 40-floor building, and that the measurement period (bond term) is 30 years. Assume further that the Excess Portion is leased to the Private Users for 10 years of the 30 year measurement period, and that the District utilizes the Excess Portion for the remaining 20 years. Also, assume there is no other private use of both the particular project as well as the other projects funded with this particular series of Bonds.

STEP 1. Compare the square footage used by the Private Users (i.e. the Excess Portion) against the square footage of the entire building (or all of the projects financed with a series of bonds) during each one year period of the measurement period. Here, in each of the first 10 years of the 30 year measurement period, the amount of private use is approximately 7.5% (3 floors/40 floors = 7.5%). In the remaining 20 years of the 30 year measurement period, there is 0% private use.

STEP 2. Determine the average amount of private use during the measurement period.

$3 \text{ floors}/40 \text{ floors} \times 10 \text{ years}/30 \text{ years} = 2.5\% \text{ use over the 30 year measurement period.}$

In this particular example, since the amount of private use has been determined to be 2.5%, which is less than the 10% or 5% limits, the Bonds fail the "private use" test and therefore will not be private activity bonds, and thus, the lease of the Excess Portion to the Private Users would be permissible. As in this example, if the lease of the Excess Portion is determined to be less than the applicable 10% (or 5%) limits, the District need not determine whether the second prong ("b")

above) of the private activity bond test (i.e. the private payment or security test) is met. If the lease of the Excess Portion is determined to exceed the 10% (or 5%) limits, the District would need to examine if the second prong is met. It is only if this second test is satisfied *in addition to* the private business use test, that a bond issue will be said to be a private activity bond, in which case, the interest on such bonds would generally not be tax-exempt.

How do you measure private payments or private security? The second prong of private activity, the private payment or security test relates to (i) the revenue received by the District from Private Users for the use of a bond financed facility and (ii) the debt service due on the applicable series of Bonds that funded the revenue generating project.

For purposes of determining whether private payments or security exceeds the permissible 10% (or 5%) amount, the present value of the Private User payment is compared to the present value of the debt service to be paid over the term of the Bonds. Present value is determined by using the bond yield as the discount rate and by discounting all amounts to the original issue date of the Bonds.

Example: The District issues \$10 million of Bonds. The District uses \$9.7 million of the proceeds to construct a 10-story building. The District uses the remaining \$300,000 of the proceeds to make a loan to Corporation Y. In addition, National University (a 501(c)(3) and "related use" to the District) leases one floor of the building for the entire term of the Bonds. Under all the facts and circumstances, it is reasonable to allocate 10% of the Bond proceeds to the construction cost of the one floor of the building leased by National University.

Since there is more than 10% private use (\$1.3 million - 10% of \$10 million plus \$300,000 for loan) of Bond proceeds, we look next to whether the 10% private security or payment test is met. As a percentage of the present value of the debt service on the bonds, assume the present value of Y's loan repayments is 3% and the present value of National University's lease payments is 8%. The bonds meet the private security or payment test because the private payments taken into account are more than 10% of the present value of the debt service on the Bonds.

If, however, if the present value of National University's lease payments were 6%, the private payment test would not have been satisfied and the scope of private activity would not have any impact on the tax-exempt status of the bonds.

Points to Remember

1. Anytime a college seeks revenue enhancement from a facility financed with tax-exempt bonds, a "private use" analysis must be undertaken.
2. There are no "bond related" limitations imposed on revenue enhancement arrangements where the subject facility was not financed with tax-exempt bonds.
3. The "private use" tests are applied on a per series of bond basis, not on a building by building basis. If a district has had large bond issues each of which financed multiple buildings, both the 5% or 10% private use thresholds will permit a significant amount of acceptable private activity without jeopardizing the tax-exempt status of bonds.

4. Bonds can only be issued to improve school facilities, and there must always be a reasonable expectation that all of the facilities funded with a bond will be used for the governmental purposes of the district.

5. Private users are any non-governmental entity – a private company or non-profit corporation are both private users.

6. If a district financed facilities with bonds and leased a portion of such facilities to a governmental agency, that is not private use. But if the lessee relet their interest to a private entity, that creates private use vis-a-vie the district, and might raise a tax problem, notwithstanding that there is no direct relationship between the district and private user.

7. Management contracts entered into by the District for the management of a bond financed facility can constitute private use.

8. A right to terminate, without cause and without penalty, a lease with a private user by the District with 50 days or less notice, will eliminate any and all private activity concerns.

9. This memo is a very high-level summary. Do not risk the tax-exempt status of the district's bonds by promoting revenue programs without consulting the district's bond counsel.

Conclusion

For most community college bond programs, it would be unusual to have serious private activity problems. A fact pattern with the highest probability of raising an issue are limited purpose bond issues, where the signature project (most expensive) has a massive portion of square footage leased to a private user for more than 15 years.

While the instances of loss of tax-exemption due to private activity violations are few, it is critical to be able to spot the legal issues and contact bond counsel to approve revenue generation agreements before they are finalized.

California Community Colleges
Entities Use of College Facilities
Process Matrix

Process	Code Section	Purpose	Implementation Requirements
Facilities Use Agreement	Education Code Section 82537 [Civic Center Act]	<p><u>Users:</u></p> <ul style="list-style-type: none"> Citizens (community members) Camp Fire Girls/Boy Scouts Farmer's organizations School---community advisory councils Senior citizen clubs or organizations Public school organizations for recreational, educational, political, economic, artistic or moral purposes <p><u>Allowable Uses:</u></p> <ul style="list-style-type: none"> Meetings & supervised recreational 	<p>District Facilities Use Form.</p> <p>Fees pre---approved by the board of trustees.</p>
Short---Term Lease Agreement	Education Code 81378	<p><u>Property Subject to Lease:</u></p> <ul style="list-style-type: none"> Buildings or grounds, or portions thereof Applicable to space "not needed for school classroom buildings" May include personal property <p><u>Duration:</u></p> <ul style="list-style-type: none"> 14 consecutive or separate days or less 	<p>Bidding or proposal process not required.</p> <p>Board action to awarding lease required</p> <p>Terms and conditions of Lease</p>
Lease of Property "not needed for academic activities"	Education Code 81378.1	<p><u>Property Subject to Lease:</u></p> <ul style="list-style-type: none"> Buildings or grounds, or portions thereof May include personal property Tenant uses of leased space subject to local zoning regulations <p><u>Duration:</u></p> <ul style="list-style-type: none"> More than 5 days, less than 5 years <p><u>Mandatory Lease Terms:</u></p> <ul style="list-style-type: none"> Lease subject to renegotiation or termination if building, grounds needed for academic 	<p>Bidding or proposal process not required.</p> <p>Advertisement of intent to lease required [once a week for 3 weeks]</p> <p>Board action awarding lease includes explanation of how fair market value was arrived</p>

California Community Colleges
Entities Use of College Facilities
Process Matrix

Process	Code Section	Purpose	Implementation Requirements
Joint Use Agreement of Facilities	Education Code Section 81420---81423	<p><u>Users:</u></p> <p>Municipal or county agencies (joint use with District)</p> <p>Private education institutions (sole use of tenant)</p> <p><u>Duration:</u></p> <p>Maximum 5 years, renewal permitted</p>	<p>Bidding or proposal process not mandated</p> <p>Written Joint Use Agreement</p> <p>Board approval of joint use agreement and finding that joint use "will not interfere with the educational programs or activities of any school or class conducted" on</p>
Public Agencies	Education Code §81430	<p><u>Users:</u></p> <p>Federal government agencies</p> <p>State agencies</p> <p>Municipal/county agencies</p> <p><u>Duration:</u></p> <p>Maximum 99 years</p>	<p>Bidding or proposal process not mandated</p> <p>Board Resolution of Intent (unanimous vote required)</p> <p>Publication of Resolution</p> <p><u>Written lease agreement with terms</u></p>
Lease	Education Code §81360	<p><u>Property Subject to Lease:</u></p> <p>Property "not needed by the district for school classroom buildings at the time of delivery of possession"</p> <p>May include personal property</p> <p><u>Duration:</u></p> <p>99 Year maximum term</p> <p><u>Terms:</u></p> <p>Rent and other terms subject to Board</p>	<p>Board declaration of intent to lease by Resolution adopted by 2/3 Board vote</p> <p>Posting and publication of Declaration of Intent to Lease</p> <p>Proposal process required Opening proposals in public meeting Award</p>

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Allan Hancock Joint Community College District (District)
Public Safety Training Complex

Proposed Facilities Use Lease Rates

May 6, 2016

EVOC Track	Full Day [10 Hours]	Half Day [5 Hours]
Outside Agency	\$2,500	\$1,250
Non---Profit	\$3,750	\$1,875
Fair Market Value	\$5,000	\$2,500
EVOC Skid Pad	Full Day [10 Hours]	Half Day [5 Hours]
Outside Agency	\$750	\$375
Non---Profit	\$1,125	\$563
Fair Market Value	\$1,500	\$750
Scenario Village	Full Day [10 Hours]	Half Day [5 Hours]
Outside Agency	\$285	\$143
Non---Profit	\$428	\$214
Fair Market Value	\$570	\$285
Running Track & Field	Full Day [10 Hours]	Half Day [5 Hours]
Outside Agency	\$375	\$188
Non---Profit	\$563	\$281
Fair Market Value	\$750	\$375
Fire Tower	Full Day [10 Hours]	Half Day [5 Hours]
Outside Agency	\$438	\$219
Non---Profit	\$656	\$328
Fair Market Value	\$875	\$438

Class A Burn Building	Full Day [10 Hours]	Half Day [5 Hours]
Outside Agency	\$200	\$100
Non-Profit	\$300	\$150
Fair Market Value	\$400	\$200

The above rates only cover the cost to lease the buildings or grounds. The District *Direct Cost* such as District staff time, use of District vehicles, water hydrant use will be calculated separately case by case and paid by the lease.

**PUBLIC SAFETY DEPARTMENT
SHARED USE MOU REPORT
March 2014 --- May 2016**

ENTITY	AGREEMENT	DATES	CONTRIBUTION	VALUATION	FEE	BALANCE
AMERICAN MEDICAL RESPONSE (AMR)	Shared Use MOU---Valid until Terminated	Fully executed 4.3.15	AMBULANCE	\$10,000	(\$6 500)	\$10,000
		Facilities used in 2015				\$3,500
BALANCE						\$3,500

ENTITY	AGREEMENT	DATES	CONTRIBUTION	VALUATION	FEE	BALANCE
CARPINTERIA SUMMERLAND FIRE DEPT.	Shared Use MOU---Valid until Terminated	Fully executed 10.22.14	FIRE ENGINE	\$30,000	(\$800)	\$30,000
		Facilities used in 2015				\$29,200
BALANCE						\$29,200

ENTITY	AGREEMENT	DATES	CONTRIBUTION	VALUATION	FEE	BALANCE
CAYUCOS FIRE PROTECTION DISTRICT	Shared Use MOU---Valid until Terminated (Reviewed annually)	Fully executed 10.22.14	EQUIPMENT	\$2,180	\$0	\$2,180
						\$2,180
BALANCE						\$2,180

ENTITY	AGREEMENT	DATES	CONTRIBUTION	VALUATION	FEE	BALANCE
CITY OF SANTA MARIA FIRE DEPT.	Shared Use MOU---Valid until Terminated	Fully executed 3.4.15	EQUIPMENT	\$18,500	(\$1 900)	\$18,500
		Facilities used in 2015				\$16,600
BALANCE						\$16,600

	AGREEMENT	DATES	CONTRIBUTION	VALUATION	FEE	BALANCE	
CITY OF LOMPOC	Shared Use MOU---Valid until Terminated	Fully executed 3.28.14	\$10,000 in 2014	\$10,000		\$10,000	
	Lompoc Fire Dept.	Facilities used in 2014				\$6,937	
	Lompoc Police Dept.	Facilities used in 2014			(\$3,063)		
			Carryover 2014				\$6,137
			\$10,000 in 2015	\$10,000			\$10,000
			Combined 2015				\$16,137
	Lompoc Fire Dept.	Facilities used in 2015				(\$8,476)	\$7,661
	Lompoc Police Dept.	Facilities used in 2015				(\$2,625)	\$5,036
			Carryover 2015				\$5,036
			\$10,000 in 2016	\$10,000			\$10,000
			Combined 2016				\$15,036
	Lompoc Fire Dept.	Facilities used in 2016				(\$7,688)	\$7,349
	Lompoc Police Dept.	Facilities used in 2016				(\$338)	\$7,011
	BALANCE						\$15,036

	AGREEMENT	DATES	CONTRIBUTION	VALUATION	FEE	BALANCE
LUNDY STREET PRODUCTION	Shared Use MOU---Valid until Terminated	Fully executed 4.14.15	Video Production	TBD		\$0
		Facilities used in 2015			(\$200)	
BALANCE						(\$200)

	AGREEMENT	DATES	CONTRIBUTION	VALUATION	FEE	BALANCE
MONTECITO FIRE DEPT.	Shared Use MOU---Valid until Terminated	Fully executed 2.11.15	EQUIPMENT	\$17,500	(\$1,505)	\$17,500
		Facilities used in 2015				\$15,995
BALANCE						\$15,995

	AGREEMENT	DATES	CONTRIBUTION	VALUATION	FEE	BALANCE
SANTA BARBARA COUNTY FIRE DEPT.	Shared Use MOU---in process	Roadway completed 4.1.15	ROADWAY	\$10,268		\$10,268
	Shared Use MOU---in process	Anticipated 2016	FIRE ENGINE	\$40,000		\$40,000
			Combined 2015			\$50,268
	Santa Barbara County Fire Dept.	Facilities used in 2015			(\$6,151)	\$44,117
	Santa Barbara County Fire Academy	Facilities used in 2015			(\$34,768)	\$9,350
			Carryover 2015			\$9,350
	Santa Barbara County Fire Dept.	Facilities used in 2016			(\$19,450)	(\$10,100)
BALANCE						(\$10,100)

	AGREEMENT	DATES	CONTRIBUTION	VALUATION	FEE	BALANCE	
SANTA BARBARA COUNTY SHERIFF	MOU	4.30.14--- 8.31.14 Facilities used in 2014	TAC OFFICER	\$62,307		\$62,307	
					(\$30,280)	\$32,027	
						\$32,027	
	Cooperative Agreement	1.22.15--- 12.10.15	TAC OFFICER	\$126,924		\$126,924	
			Less District cost	(\$50,000)		\$76,924	
			Facilities used in 2015			(\$36,556)	\$40,368
			Carryover 2015				\$40,368
		Facilities used in 2016			(\$12,238)	\$28,131	
BALANCE						\$28,131	

	AGREEMENT	DATES	CONTRIBUTION	VALUATION	FEE	BALANCE
VAFB FIRE DEPT.	Shared Use MOU---Valid until Terminated	Fully executed 10.30.15	EQUIPMENT	\$12,180		\$12,180
	(Reviewed annually)	Facilities used in 2015			(\$1,600)	\$10,580
			Carryover 2015			\$10,580
		Facilities used in 2016			(\$250)	\$10,330
BALANCE						\$10,330

Total Beginning	
Balance	\$359,859
Amount Used	(175,186)
SBSO District	
Cost	(50,000)
Balance	\$134,673

As of 5.5.16



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Appendix 6

Public Safety Options Study

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Public Safety Programs

*A study of 9 California Community College Public Safety
Certificate and Degree Options*



Table of Contents

- Purpose for the Study
- Butte College Public Safety
- College of the Redwoods
- Fullerton College
- Golden West College
- Palomar College
- San Joaquin Delta College
- Ventura Community College
- Fresno Community College
- Allan Hancock College
- Program Comparison Chart
- Key Findings



Purpose for the Study

- *To list the certificate and degree options offered to students at identified California Community College Public Safety Complexes.*

Butte Community College

Program	Certificate	Degree
LE Academy	POST	A.S. – AJ
Firefighter 1	POST	A.S. – Fire Sciences
Fire Technology	Achievement	A.S. – Fire Sciences
Fish/Wildlife	POST	
State Parks	POST	

Butte College
Start Here... Go Anywhere!

Public Safety Education & Training Center
BC Home > Public Safety Education & Training Center >

GO TO BUTTE COLLEGE HOME PAGE

- Public Safety Education & Training Center
- Administration of Justice
- Law Enforcement Academy
- Firefighter 1 Academy
- Fire Technology
- Fish & Wildlife Academy
- State Parks Law Enforcement Academy

Brochures:

- Administration of Justice
- Fire Academy
- Fire Technology
- Law Enforcement Academy

There are a variety of programs offered at Butte College that focus on public safety, including law enforcement, criminal justice, and fire technology. Explore the options we have for your career choice.

Contact Information:
(530) 895-2401
(530) 895-2938 FAX

College of the Redwoods

Program	Certificate	Degree
LE Academy	POST	A.S. – AJ
Dispatcher	POST	
Advanced Officer Training	POST	

Administration of Justice

AJ Department Home

Back to Academic Department Home

Faculty and Staff

Frequently Asked Questions

Advanced Officer Training

Forms

Dispatcher

Basic Police Academy



Law Enforcement Training Center

Ron Waters, Director
 Sandi Peterson, Basic Academy Coordinator
 Debbie Topping, Administrative Office Assistant
 707-476-4334
 AJ 100

About Administration of Justice

Never before has there been a greater demand for well-trained and educated professionals in the law enforcement and correctional fields. Graduates will be able to seek entry level employment at either the local, state, federal or private level. The Administration of Justice program is run through the Law Enforcement Training Center on the Eureka Campus.

Administration of Justice Degrees:

- Associate in Science in Administration of Justice for Transfer
- Certificate of Achievement, Basic Law Enforcement Academy

Fullerton College

Program	Certificate	Degree
Admin. of Justice		A.A./A.S
Basic LE Academy	POST	
Crime Scene Investigation	Maybe not clearly marked	



DIVISION OF
**TECHNOLOGY
 & ENGINEERING**

Program Summary | Staff Director

- Administration of Justice
- Architecture
- Automotive
- Communications
- Construction
- Cosmetology
- Drafting (CAD)
- Engineering

Administration of Justice

The Administration of Justice program at the Fullerton College Police Academy is designed to guide student through the process of qualifying for various positions in law enforcement. Day and evening classes are available in both semester length and short term formats.

Contact Info

Cynthia Sands
 (714) 992-7115, available Monday through Friday, 7:30 a.m. to 3:30 p.m.
csands@fullcoll.edu

Golden West College

	Certificate	Degree
LE Academy	POST	A.A.
Admin. of Justice		A.A. or A.S.
Corrections		A.A.



Academy Interest Form

P.O.S.T Courses

Regular Basic Course (R3C or Folse Academy)

Specialized Investigator's Basic Course (SIBC)

California Peace Officers' Standards and Training (P.O.S.T) Website

P.O.S.T. Practice Test [PDF]

For more information about the CJTC contact:

Cindy Onusz, 714-895-8365
 onusz@gwc.cccd.edu



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[Student Services](#)
[Community](#)

[Degrees & Requirements](#)
[Certificates & Requirements](#)
[Courses](#)
[Career Paths](#)
[Faculty](#)

Police Academy Associate in Arts Degree

[Required courses | Semester at a Glance](#)

Associate in Science Degree in Administration of Justice for Transfer

[Required Courses | Semester at a Glance](#)

Associate in Arts Degree in Administration of Justice

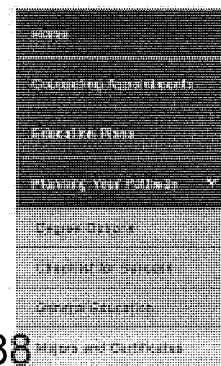
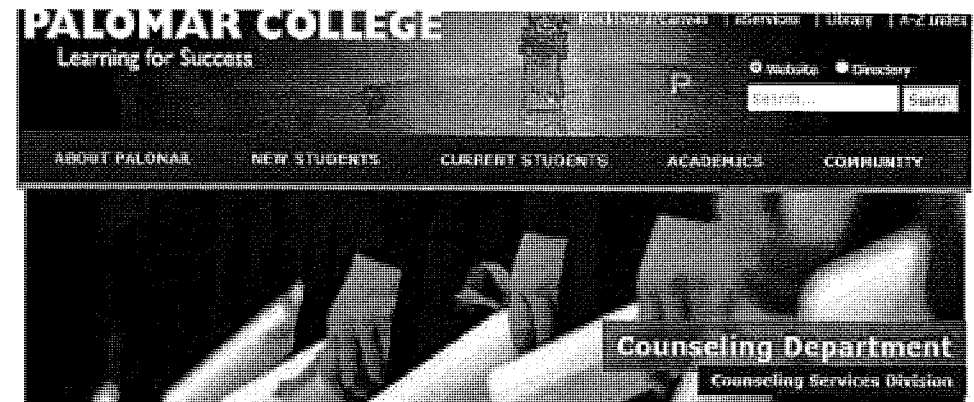
[Required courses | Semester at a Glance](#)

487 Associate in Arts Degree in Corrections

[Required courses | Semester at a Glance](#)

Palomar Community College

Degree	Certificate	Degree
Admin. of Justice General		A.S.
Admin. of Justice Homeland Security		A.S.
Admin. of Justice Investigations		A.S.
LE Academy	POST	
Fire Tech.		A.S.



Planning Your Pathway – Majors and Certificates

Search:

Disciplines	2016-2017 Majors and Certificates at Palomar College
Accounting	Accounting (AS, CA) Bookkeeping/Accounting Clerk (CP)
Administration of Justice	Administration of Justice (AS-T) Administration of Justice - General (AS) Administration of Justice - Homeland Security (AS) Administration of Justice - Investigations (AS) Administration of Justice - Law Enforcement (AS) Basic Police Academy (CA)

San Joaquin Delta College

Program	Certificate	Degree
Admin. of Justice		A.S. or A.P.S
Corrections	CS Certificate	A.S.
Law Enforcement		A.S.
Law Enforcement	LE Certificate	
LE Academy	POST	

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The screenshot shows the website for San Joaquin Delta College. At the top, there is a navigation menu with links for Home, About Delta, Athletics, Campus Life, Courses & Programs, and Student Services. A search bar is also present. Below the navigation, the page title is "Humanities, Social Science, Education, Kinesiology, & Athletics". The main content area is titled "Administration of Justice" and includes a section "Why Choose Our Administration of Justice Program?" which describes the program as multi-disciplinary and designed for students to apply various methodological and theoretical approaches. Below this, there is a section "What are the degree options?" listing options for Transfer, Corrections, and Law Enforcement. A sidebar on the left contains a list of departments and programs, including Anthropology, Early Childhood Education, Economics, Education, History, Humanities, Kinesiology, Political Science, POST Academy, Psychology, Sociology, and Syllabi - Class Information Sheets. At the bottom right, there is a photograph of a person in a costume.

Consumer Information & Cost

For consumer information about cost to complete certificate programs and completion rates, view our Gainful Employment Disclosures.

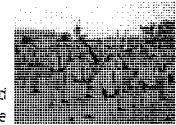
- Correctional Science Certificate
- Basic Peace Office Academy Certificate
- Law Enforcement Certificate

Ventura Community College

Program	Certificate	Degree
Criminal Justice	Achievement	A.S.
LE Basic Academy	POST	
LE Modular Academy	POST	

About Criminal Justice:

Criminal Justice training continues to be dynamic! Current events, improved training curriculum, police and investigative advances in tactics and technology, field incidents, public concerns or perceptions, case law, and annual legislative changes are only a few of the variables that keep Criminal Justice methodologies fluid. The criminal justice program at Ventura College is designed to meet these dynamics and challenges by preparing students to successfully complete the training and testing procedures required to enter law enforcement and corrections academies, or work within the private sector. Criminal justice professionals function to prevent and control crime, shield the public from harm, and provide detention and rehabilitation services.



Career Opportunities:



Advancement within law enforcement and corrections agencies generally require an AS degree for lower level promotions and a Masters Degree for administrative promotions. An Associate in Science (AS) degree in Criminal Justice (CJ) provides the opportunity for employment and advancement in the traditional areas of law enforcement, such as:

- The Police and Sheriff's Departments
- Probation, Parole, Corrections
- Security
- Victim's Services
- Courts

The AS degree program at Ventura College also fulfills undergraduate requirements for transfer to most four-year universities where a student may pursue advanced degrees in CJ, Criminology or Public Administration.

Degrees and Certificates Offered:

- Associate in Science Degree
- Certificate of Achievement

Fresno Community College

Program	Certificate	Degree
LE Basic Academy	POST	unknown
Core Corrections Academy	STC	unknown
Fire Technology	CSFM	unknown
Advanced Officer Training	18 - Course Certificates	unknown

Fresno City College
California's Premier Community College

HOME ABOUT US GETTING STARTED FOR STUDENTS COURSES & PROGRAMS ONLINE LEARNING FACULTY & STAFF

Courses & Programs » Career and Technology Center » Workforce Development

Law Enforcement & Correctional Training

Print Email

- DIRECTOR'S MESSAGE -

I would like to welcome you to the State Center Regional Training Facility Website. We are also known as the Fresno City College Police Academy to many in the Central Valley. Our facility not only has a Basic Course Police Academy but many specialty courses related to public safety. I am exceptionally proud of the partnerships our FCC Police Academy has formed with all the law enforcement and correctional agencies in our service area.

As a first time entry level student into the police academy, or the experienced officer, our training facility boasts a wide variety of courses to fit your training needs. We present courses in law enforcement, detective, corrections, probation, PC 332 and citizen academy to just name a few. With some of the best Subject Matter Expert (SME) instructors, I am confident we are one of the top law enforcement training facilities in the State of California.

Please feel free to look over our website to learn more about our training facility and what it has to offer you, the law enforcement community. You can reserve a seat in our courses by just clicking on "Save a Seat" on the left side of the page or going to the course page themselves.

Again, welcome and thank you for choosing the State Center Regional Training Facility as your public safety training provider.

Fresno City College Police Academy

559-442-8777

1101 E University Ave, Fresno 93741

Law Enforcement & Correctional Training

AVAILABLE COURSES

- Fresno PD Courses
- Fresno SO Courses
- Map to Academy
- Police Academy - Regular Basic Course
- Level I Police Academy
- Academy Requalification Course

Allan Hancock College

Program	Certificate	Degree
LE Academy	POST	
Admin. of Justice		A.S.
Advanced Officer Training	13 Courses	
Emergency Medical Services	4 Certificate Options	A.S.
Fire Tech. & FFIA and FF1B Academy	FF1 FF2 Additional	A.S.

ALLAN HANCOCK COLLEGE
Start here. Go anywhere.

Home > PSTC > Public Safety Training Complex (PSTC)

PUBLIC SAFETY TRAINING COMPLEX (PSTC)

SPOTLIGHT

Charlie Kim
Basic Law Enforcement Academy Student

"The most valuable thing I've learned in Law Enforcement is going to be integrity. You find yourself, you take responsibility for your mistakes, you learn from them, you gain knowledge from them, and you become a better person. My whole mindset is different now, I go out there and walk a little different. Allan Hancock has made a difference in my life. I know I'm accomplishing something that I can feel good about."

Sirint, a Technician

Call us for your customized training needs or to use the PSTC facilities

(805) 736-3366 • Fax: (805) 736-9366

Key Findings

- 7 out of 9 Colleges offer Administration of Justice Associate of Science Degrees
- 1 out of 9 Colleges offers three options of AJ Degrees: Generalist, Homeland Security and Criminal Investigations
- 3 out of 9 colleges offer Advanced Officer Training courses
- 9 out of 9 colleges offer the Basic Police Academy along with certificate
- 4 out of 9 colleges offer Fire Technology certifications and degrees
- 4 out of 9 colleges offer the CORE corrections STC certificate
- The trend is to offer 30 credits for Public Safety academies for the A.A, A.S.
- There is significant deviation in course, certificate and degree options
- AHC, Golden West and Palomar appear to have the most comprehensive course offerings
- The Palomar College website is a good example for guided pathways, career planning and links to students services and support.
- Ventura College also organizes the guided pathways in a easy to find menu.
- In many of the colleges, the EMS program is aligned under Health or Medical Careers or they are their own department separate from the Public Safety Complex

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Appendix 7

2016-2017

Program Review

Annual Update

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**Allan Hancock College Program Review
2016-17 Annual Update**

Program and Department:	Public Safety Department – Law Enforcement Training
Date submitted:	October 16, 2017
Submitted by:	Ken George, Coordinator

SLOS report update

Revised Plan of Action XXX

The Annual Update is conducted by all programs at the college and consists of an analysis of changes affecting the program as well as significant new funding needs for staff, resources, facilities, and equipment. It should be submitted or renewed every year by the end of the second week in April in anticipation of budget planning for the following year, which begins at the planning retreat in November. *Note that if there is no change from the previous year, you may simply resubmit the information in that report (or any portion that remains unchanged) from the prior year.

Programs and units should support their planning efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions. For your use, standardized IT data reports will be provided and sent to departments under separate cover. You may also report on your own internally-generated data. Labor market data is required for all vocational programs at least every two years.

Place your responses in the expandable text boxes below each question.

I. Program Mission (must align with college mission)

Describe the need that is met by the program or the purpose of the program. (Sample: The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.) In addition, for vocational programs only, data must show need and that “the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area.”

The mission of the Public Safety Department, Law Enforcement Training Program is to provide professional and contemporary training curriculum that meets the training standards as set forth by the California Commission on Peace Officer Standards and Training (POST).

The Law Enforcement Training Program is housed under the Public Safety Department at the Public Safety Training Complex, Lompoc Valley Center and is a designated POST Regional Skills Training Center. The Law Enforcement Training Program is comprised of four sections, the POST Regular Basic Course (Law Enforcement Academy), Advanced Officer Training, Perishable Skills Program and CORE Custody Academy, offering courses in entry level peace officer academy training up to executive development to include perishable skills and advanced officer training.

All but four of the Law Enforcement Training Program courses offered are POST certified. All peace officers (deputy sheriffs, police officers and allied law enforcement officers) must be POST certified and maintain certification through Perishable Skills Training and Continuing Professional Training (Advanced Officer Training) as mandated by California law. Additionally, all law enforcement academies and departments must be POST certified and are regularly audited and assessed by POST to ensure regulatory compliance.

Eight courses are offered to non-peace officers and are open (or limited) enrollment (LE310, LE320, LE330, LE356, LE421, LE424, LE425 and LE480).

Certain training subjects are also managed by the Bureau of State and Community Corrections (BSCC) and by Standards and Training for Corrections (STC). These topics include LE330 (CORE), LE424 and LE425 (PC832 Arrest and Control and Firearms), LE351, 352 and 353 (Field Training Officer) classes and LE370 and 371 (ARCON Instructor) courses. These courses also require annual recertification. The curriculum for the new LE330 CORE Custody Officer Academy was developed by Coordinator Larry Ralston and certified through BSCC/STC.

As a POST designated Regional Skills Training Center, most all of the courses that are offered in the Law Enforcement Training Program are regulated by an external state agency. Therefore, the program/course offerings do not represent an unnecessary duplication of other vocational or occupational training programs offerings.

II. Progress on Comprehensive Program Review Final Plan of Action

Review the final plan of action (post validation) from the last comprehensive program review and any previous annual updates. Summarize the progress the program has made on recommendations targeted for this last year as well as any outstanding or incomplete items from previous years. What is the status of these recommendations? Include the original target date, action taken and results, and reasons for any changes.

January 2017 marks the third full year of operation at the Public Safety Training Center. In January 2016, the Law Enforcement Academy submitted the Basic Course Self-Assessment Report to POST to begin the Basic Course Certification Review (BCCR) of the academy program and training facilities. During 2016, POST completed the certification of our basic course and Allan Hancock College's program was re-certified by POST and received numerous commendations in the process.

POST still recommend increases in staffing, both in support personnel and Recruit Training Officers.

Several courses will go into minor/major modification to include legislative mandated material.

III. Program SLOs/Assessment

Check here if any SLO's have changed since the last comprehensive program review and/or update.

What are your program student learning outcomes? Which of these have been assessed since the last comprehensive program review and/or update? How are they measured? What did the assessment data indicate about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (You should report assessment information on page 4.)

LE PSLO - Meet the California Commission on Peace Officers Standards and Training (POST) requirements for basic and advanced law enforcement officer training.

LE PSLO - Successfully complete academy, advanced officer training (AOT), and perishable skills courses in an environment of serious study, rigorous physical training, and law enforcement disciplinary procedures.

There are no changes to the LE PSLOs. Assessments show the majority of the students are meeting the outcomes with an overall rating for LE PSLO-1 of 98% Exceeds Standards, 2% Meets Standards; LE PSLO-2 of 100% Exceeds Standards, 0% Meets Standards, 0% Below Standards.

We are working to complete the remaining SLO's for AOT and Perishable Skills courses.

IV. Course SLOs/Assessment

Check here if any SLO's have changed since the last comprehensive program review and/or update.

What are your course student learning outcomes? Which of these has been assessed since the last comprehensive program review and/or update? How are they measured? What did the assessment data indicated about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (You should report assessment information on page 4.)

Most all of the LE courses have been assessed. They are measured by student performance, course and instructor reviews by each student. Courses are reviewed and certified by POST and have state mandated curriculum. Course content and presentation have remained intact. To maintain POST certifications, students (recruits or peace officers) must complete the course training successfully in order to achieve or maintain certification in the required course of instruction. These assessments are done through demonstrated competency, written and scenario examinations and required exercise tests and learning activities. Certification is awarded on successful completion of the course.

Listing of LE Course SLOs:

LE310	Intro to LE Acad (Pre-Academy)	LE310 SLO1 - Successfully complete the two-day pre-academy course meeting all of the academic requirements, all the physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the LE 320 Basic Academy.
LE318	Traffic Collision Invest.	LE318 SLO1 - Demonstrate knowledge of recommended procedures for responding to traffic collision scenes in the field.
	Traffic Collision Invest.	LE318 SLO2 -Recognize various criminal or vehicle code violations and take appropriate enforcement action
	Traffic Collision Invest.	LE318 SLO3 - Show ability to complete all state required forms, diagrams, narratives, including photographs, and measurements.
LE320	Basic Law Enforcement Academy	LE320 SLO1 - Successfully complete the 20 week POST academy course meeting all of the POST academic requirements, all the POST physical fitness requirements, military discipline/drill requirements and the POST skills requirements. Thereby graduating from the LE 320 Basic Academy and receiving a certificate.
LE329	State Hospital Peace Officer	LE329 SLO1 - Show the ability to execute recommended procedures for responding to various law enforcement situations in the field.
	State Hospital Peace Officer	LE329 SLO2 - Recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and contraband and/or evidence in the field
LE330	CORE Academy	LE330 SLO1 - Understand the roles and functions of the adult criminal justice system and its processes.
LE330	CORE Academy	LE330SLO2 - Demonstrate problem solving strategies for addressing criminal behavior in a custody setting.
LE341	EVOC/Non-Law Enforcement	LE341 SLO1 - Analyze specific field situations, which will vary.
	EVOC/Non-Law Enforcement	LE341 SLO2 - Perform course-taught skills.

LE351	Field Training Officer	LE351 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field
	Field Training Officer	LE351 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field
LE352	Field Training Officer Update	LE352 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field
	Field Training Officer Update	LE352 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field
LE353	Field Training Administrator	LE353 SLO1 - Supervise, train and evaluate new officer's performances of required procedures for responding to various law enforcement situations in the field
	Field Training Administrator	LE353 SLO2 - Supervise, train and evaluate a new officer's ability to recognize various criminal acts and levels of resistance and use recommended procedures for executing lawful arrests, uses of force, and confiscation of contraband and/or evidence in the field
LE354	Training Management Update	LE354 SLO1 - Demonstrate knowledge of current legal issues relevant to the training environment.
	Training Management Update	LE354 SLO2 - Apply Agency Training Management Tools in the Electronic Data Interchange (EDI).
LE355	Leadership Development	LE355 SLO1 - Demonstrate knowledge of leadership concepts and roles, organizational changes, liability issues, performance evaluations, disciplinary processes, group dynamics, ethical decision making, and community policing.
	Leadership Development	LE355 SLO2 - Communicate effectively the oral board presentation and exercise.

LE356	Crime Scene Investigation	LE356 SLO1 - Execute proper forensic procedures for the collection and preservation of blood, urine, semen, fingerprints at a crime scene such as a homicide or sexual assault
	Crime Scene Investigation	LE356 SLO2 - Recognize various criminal or vehicle code violations and take appropriate enforcement action.
	Crime Scene Investigation	LE356 SLO3 - Preparation of all state required forms, diagrams, narratives, including photographs, and measurements
LE357	Instructor Development	LE357 SLO1 - Demonstrate the ability to design and deliver adult learning instructional and facilitation strategies.
	Instructor Development	LE357 SLO2 - Communicate assignments effectively to students.
LE360	Arrest & Control/EVOC	LE360 SLO1 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.
	Arrest & Control/EVOC	LE360 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.
LE361	Force Options Simulator/EVOC	LE361 SLO1 - Demonstrate POST established minimum level of skills and judgment in a force option simulator.
	Force Options Simulator/EVOC	LE361 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.
LE362	LE Driving Simulator/EVOC	LE362 SLO1 - Demonstrate POST established minimum level of skills and judgement in a driving simulator.
	LE Driving Simulator/EVOC	LE362 SLO2 - Demonstrate POST established minimum levels of skills in behind the wheel driving of an emergency vehicle at various speeds and conditions.
LE363	Force Ops Sim/Arrest & Cntrl	LE363 SLO1 - Demonstrate POST established minimum levels of skills and judgement in a force options simulator.

	Force Ops Sim/Arrest & Cntrl	LE363 SLO2 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.
LE364	LE Driving Sim/Arrest & Cntrl	LE364 SLO1 - Demonstrate POST established minimum level of skills and judgment in a driving simulator.
	LE Driving Sim/Arrest & Cntrl	LE364 SLO2 - Demonstrate POST established minimum level of skills and judgment in arrest and control techniques.
LE365	LE Driving Sim/Force Ops Sim	LE365 SLO1 - Demonstrate POST established minimum level of skills and judgement in a driving simulator
	LE Driving Sim/Force Ops Sim	LE365 SLO2 - Demonstrate POST established minimum levels of skills and judgement in a force options simulator.
LE366	EVOC	LE366 SLO1 - Demonstrate POST established minimum levels of skills in behind the wheel driving of emergency vehicles at various speeds and conditions.
LE367	ARCON Update	LE367 SLO1 - Execute recommended procedures for responding to various law enforcement situations in the field.
LE368	LE Agency EVOC Training	LE368 SLO1 - Execute techniques for operating a law enforcement emergency vehicle while responding to various law enforcement situations, including safety, judgment/decision-making, braking techniques, steering techniques, throttle control, speed judgment, roadway positioning and operating associated equipment during slow speed and high speed operations in both day-time and night-time hours.
LE368	LE Agency EVOC Training	LE368 SLO1 - Drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle during non-emergency, emergency response (Code 3), or vehicle pursuit situations during slow speed and high speed operations in both day-time and night-time hours.
LE370	Arrest & Control Instr Update	LE370 SLO1 - Demonstrate the ability to teach any of the current or newly revised takedowns, joint locks, strikes, blocks and grappling techniques, including psycho-motor skills domain as well as the cognitive and affective domains.

LE371	Arrest & Control Inst Cert	LE371 SLO1 - Demonstrate the ability to teach any of the current or newly revised takedowns, joint locks, strikes, blocks and grappling techniques, including psycho-motor skills domain as well as the cognitive and affective domains.
LE379B	LE Agency EVOC Training	LE379B SLO1 - Operate a vehicle in such a manner as to be able to avoid involvement in a collision, no matter what the conditions.
	LE Agency EVOC Training	LE379B SLO2 - Operate an emergency vehicle in a Code 3 response using sound judgment and due care in accordance with agency policy and applicable CA Vehicle Code.
	LE Agency EVOC Training	LE379B SLO3 - Know when to initiate a pursuit and when a pursuit should be terminated.
	LE Agency EVOC Training	LE379B SLO4 - Use proper techniques to better control the vehicle in all conditions and reduce the effects of the vehicle dynamics.
LE421	Complaint Dispatcher	LE421 SLO1 - Execute POST recommended procedures for dispatching and maintaining radio communications with police/sheriffs units responding to various law enforcement situations in the field
	Complaint Dispatcher	LE421 SLO2 - Recognize various criminal acts relayed telephonically by citizens and radio dispatch police units and other public safety agencies to respond
LE424	PC 832 Arrest	LE424 SLO1 - Execute legal arrests, searches and detentions of criminals in compliance with California Statutes, case law, and POST standards
	PC 832 Arrest	LE424 SLO2 - Use legal and safe procedures for overcoming resistance handcuffing and searching people arrested for committing crimes in compliance with California State POST standards.
LE425	PC 832 Firearms	LE425 SLO1 - Execute recommended procedures for loading, unloading, handling, disassembling and cleaning a semiautomatic pistol or revolver in compliance with State standards
	PC 832 Firearms	LE425 SLO2 - Execute recommended and safe procedures for aiming and firing a semiautomatic pistol or revolver accurately in compliance with State POST standards

LE426	Patrol Rifle	LE426 SLO1 - Students shall successfully complete the 16 hours course meeting all of the POST academic requirements and the POST skills requirements.
LE427	Bicycle Patrol	LE427 SLO1 - Student shall successfully complete the 40 hour course, meeting all objectives set forth by POST. These include academic and skills requirements.
LE440	Advanced Driving Skills I	LE SLO1 - Demonstrate ability to safely negotiate intersections.
	Advanced Driving Skills I	LE SLO2 - Demonstrate ability to drive a motor vehicle in both forward and backing maneuvers, including driveways, off-set alleys, and parallel parking.
	Advanced Driving Skills I	LE SLO3 - Perform collision avoidance techniques.
LE441	Advanced Driving Skills II	LE SLO1 - Demonstrate ability to safely negotiate intersections.
	Advanced Driving Skills II	LE SLO2 - Demonstrate ability to drive a motor vehicle in both forward and backing maneuvers, including driveways, off-set alleys, and parallel parking.
	Advanced Driving Skills II	LE SLO3 - Perform collision avoidance techniques.
	Advanced Driving Skills II	LE SLO4 - Perform course-taught skills.
LE480	Women in Public Safety Careers	LE480 SLO1 - Demonstrate the ability to endure the physical, psychological, scholastic, and emotional rigors of a Public Safety Academy. Thereby demonstrating readiness to enroll in the Basic Law Enforcement, EMT or Fire Fighter Academy.
	Women in Public Safety Careers	LE480 SLO2 - Successfully complete the academic requirements, physical fitness requirements, and military discipline/drill requirements. Thereby demonstrating readiness to enroll in the Basic Law Enforcement, EMT or Fire Fighter Academy

The 2017 Annual Update – SLO Data is attached to this report for consideration.

V. Internal/External Conditions

What external conditions have influenced the program in the past year? Have there been disciplinary or regulatory changes, changes in technology, advisory board recommendations, employer, or accreditation recommendations, demographics, labor market analyses, articulation changes, etc.? Summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review and /or annual update.

The PSTC shooting range is still closed on recommendation of the CA Division of State Architect (DSA) due to design issues in October 2014. Because of unresolved issues with the DSA, AHC, contractors/sub-contractors and project managers, the 6th submittal of a design change to remedy the problems with the baffling system have failed. Thus, for the past four semesters, we have had to relocate all of the firearms training in our course offerings that have a firearms component to other ranges such as Bureau of Prisons, Vandenberg AFB and Arroyo Grande PD ranges. This has been labor intensive in moving range equipment, ammunition and weapons as well as additional staff hours to travel to and from the off-site facilities. Because the Academy training did not have a range readily available, recruits who failed firearms qualification do not have the opportunity to receive on-going or as needed remediation. Fortunately, the affected recruits were sponsored and their sponsoring agency took upon themselves to provide the additional training at their facility. Remediation for independent recruits becomes troublesome, since we have to secure a range to provide the additional training for remediation.

At the PSTC, there are still only have 4 designated scenario buildings. During test days, only two can be used at a time, due to their close proximity to each other. Other campus locations have to be used to facilitate the scenario tests, i.e., weight room, mat room, mock jail, etc. Other training venues such as the fire buildings may be used, but they are usually occupied for fire training. Having at least two additional scenario buildings would be very beneficial. We had anticipated adding additional building with the Woods-Classen grant, but the construction of the inner-city grid was more costly that originally projected and it absorbed most the funds.

The new inner-city grid has been constructed inside the EVOC track, enhances the overall training at the PSTC. Unfortunately, the scenario buildings that were part of the plans were cut due to cost over-runs in the project.

The classroom podiums continue to be a trip hazard and equipment is still being damaged. Due to an error during construction, the podiums were not located as requested and now the exposed wiring harness pose a trip hazard. This was pointed out early in the construction phase, but never corrected. We were promised it would be corrected after the construction was complete, but nothing has been done.

The recruits no longer use old expired ballistic vest, thanks to a grant from CTEA. We were able to purchase 50 new ballistic vests and there are being used by students in LE320 and LE425.

What internal conditions that have influenced the program in the past year? What are the program success and retention rates? (Include certification exam rates, if appropriate.) Degrees and certificates awarded? Have there been trends in SLOs/assessment or IT data; changes in technology, budget, staffing or resources; enrollment management or facilities issues; etc.?

We are still below our normal staffing in full-time faculty by one position and have been operating for the last two semesters with only one full-time faculty and part-time faculty working as program coordinators. Additionally, the clerical staffing of one full-time and one-part time is inadequate to support the needs of the part-time faculty/coordinators that were historically filled by full-time faculty/coordinators, plus the additional workload that is required by POST and also associated with operating in a new facility. Additionally, with the move to grow our programs, it is becoming more difficult to complete the necessary program development with limited staff.

The Business Plan/Strategic Plan recommended the additional staffing of 1 full-time and one part-time instructional assistant. The interview process has completed and the list will go to the April Trustee Board for approval.

Beginning in April 2017, recruits from the Orange County Sheriff's Academy started academy EVOC at our facility. At this time, we do not know if future classes will attend, but other agencies/academy have shown interests in our facility.

Vla. Update to Final Action Plan

If you change or modify a previous recommendation, provide an explanation for the change and a new target date. For new recommendations, provide target dates and data for support. For all items, show how they are related to assessment results where possible and provide approximate costs for resources requested. Resources may include budget, facilities, staffing, research support, professional development, marketing, etc. Not all recommendations will require resources. (Plan may cover period up to the next scheduled comprehensive program review.)

On September 28, 2017, the PSTC Firearms Range was opened for use. At the current time, only AHC scheduled course will be using the range. Future plans will allow allied agencies to rent the facility as well as private organizations.

The PSTC consists of several buildings and training facilities. The facility with the highest level of liability will be the Firearms Facility. The second highest level would be the EVOC driving track. With this in mind, it would be prudent and necessary to create a full-time classified position to manage and provide oversight at the range and driving facility.

Currently, we have a full-time equipment specialist the monitors the maintenance of the EVOC cars and has some oversight of the range facility. In order to reduce liability, we need to upgrade this position (Classified - Professional Range 28) to have a full-time presence at the range and driving track. This is necessary when the facility is open to outside agencies and private organizations. In addition to providing range oversight, this position would provide oversight of the EVOC vehicles and driving track.

Having a full-time position at the range would allow us to open the facility to additional training, use by agencies and private groups, therefore increasing revenue to the college.

2016-17 PROGRAM REVIEW
Vlb. Revised - Plan of Action (Annual Update)

During the academic year, 2016-2017, Ken George completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item. If action was delayed or postponed, provide an explanation and a new target date.)

CHANGES AND MODIFICATIONS

<u>PLAN OF ACTION</u>	<u>ACTION TAKEN, RESULT AND STATUS</u>
PSTC Range	Still inoperable and no timeline for completion
Law Enforcement Range and Emergency Vehicle Specialist II	Propose new position to decrease liability and increase revenue.

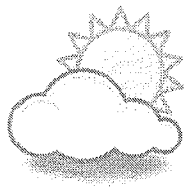
ADDITIONS

<u>PLAN OF ACTION</u>	<u>TARGET DATE</u>
Law Enforcement Range and Emergency Vehicle Specialist II Propose new position to decrease liability and increase revenue. Cost of the position will be moving from Range 20 to Range 28.	To be submitted on October 16, 2017

RESOURCES NEEDED (Be sure there is sufficient justification and data contained in the narrative to support each of the items on your list.)

<u>TYPE OF RESOURCE</u>	<u>LINE NO./SPECIFIC RESOURCE</u>	<u>APPROXIMATE COST</u>
Facility Needs	Additional scenario buildings and classrooms	200,000

<u>Technology Needs</u>	16 video monitors that were removed from the PSTC due to lack of funding	13,000
<u>Staffing Needs</u>	Full time faculty, full time clerical staff,	154,910
<u>Other Resources</u>	Supplement flat budgets to meet the needs of the PSTC operations.	10,000
<u>Equipment Needs</u>	10 sets of high-speed tires for EVOC track cars	6,000
	E-Z-Go Express L6 Utility Cart (student safety) This cart also recommended by POST in their program review	12,741



Program Review SLOs Report Annual Update	Program: _____	page _____ of _____
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Use one row for each course or program SLO

SLO	Semester conducted	Assessment collection process	Assessment method (s)	Review team	Date review completed	Recommendations for additional resources needed, staffing, program changes**

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Addendum: Equipment Needs

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Appendix 8

PSTC Project Proposal Expansion



Public Safety Training Complex

Program and Partnership Expansion Proposal
November 13, 2017



Project Description

The Allan Hancock College Public Safety Training Complex is a Regional California POST certified training facility designed to service Public Safety Industries statewide. The Law Enforcement and Corrections Academies collaborate with more than 15 Law Enforcement agencies along the Central Coast. The Advanced Officer Training program provides training statewide to Law Enforcement officials from local, state and federal agencies.

As the economic climate in California improves, new jobs in Law Enforcement have been created while existing jobs aren't being filled. High applicant failure rates and PERS pension reform and early retirements have contributed to the challenges facing Law Enforcement hiring and training. If approved, the Law Enforcement program is prepared to coordinate and implement a third Police Academy in the Spring of 2018.

The academy class provides opportunities for Regional Law Enforcement agencies to secure training slots for recruits. The time to recruit, hire and train Police Officers is significant and the nature of Law Enforcement training produces high failure rates. Offering a third academy provides agencies with continuous training options through Allan Hancock College. Additional academy slots are offered to independent recruits not sponsored by an agency. This class also provides opportunities for students seeking Law Enforcement employment within the broader private, state and federal vocational umbrella.

AHC Police Academy classes are approved by California POST to enroll 44 recruits. The historical attrition rate per class is approximately 20%, which calculates to 36 recruits. Quality learning data indicates optimal learning in CTE environments should not exceed a 30 to 1 student/teacher ratio. The three classes will potentially graduate approximately 90 students annually. Current market research indicates an abundance of vacant Law Enforcement positions in California projected past 2026. High placement rates for both Law Enforcement and Corrections recruits in the future are based on steady increases of new and existing positions industry wide.

The Public Safety Training Complex staff are committed to increasing capacity for training opportunities for agencies and independent students while continuously enhancing the quality of instruction to exceed the basic mandates of California POST and STC. With continued support, we are developing sustainable, innovative training systems that adequately prepare recruits entering Law Enforcement and Corrections.

Law Enforcement Hiring Trends

The Central Coast Hiring Challenges

Municipal and County Law Enforcement agencies along the Central Coast continue to seek Police Officer recruitment and hiring strategies to fill vacant and new law enforcement positions. Nearly 100% of all Law Enforcement agencies in San Luis Obispo, Santa Barbara and Ventura Counties are now in a indefinite, continuously hiring mode for certified Peace Officers project past 2026.

In fact, the Chiefs of Police and Sheriffs for several local Law Enforcement partners have requested Allan Hancock College to consider adding an additional academy class each year to meet their ongoing recruitment and training needs. The agencies prefer to enroll their cadets at Allan Hancock College instead of sending recruits to alternate academies across the state.

Recruiting qualified applicants who can successfully complete the California Peace Officer selection process continues to be a major challenge to local and state law enforcement agencies. A recent POST survey revealed a significant number of law enforcement agencies are still experiencing high applicant failure rates, often as high as 90% to 95%. Causes include: weak academic performance, weak fitness levels, and deficits in character and behavior.

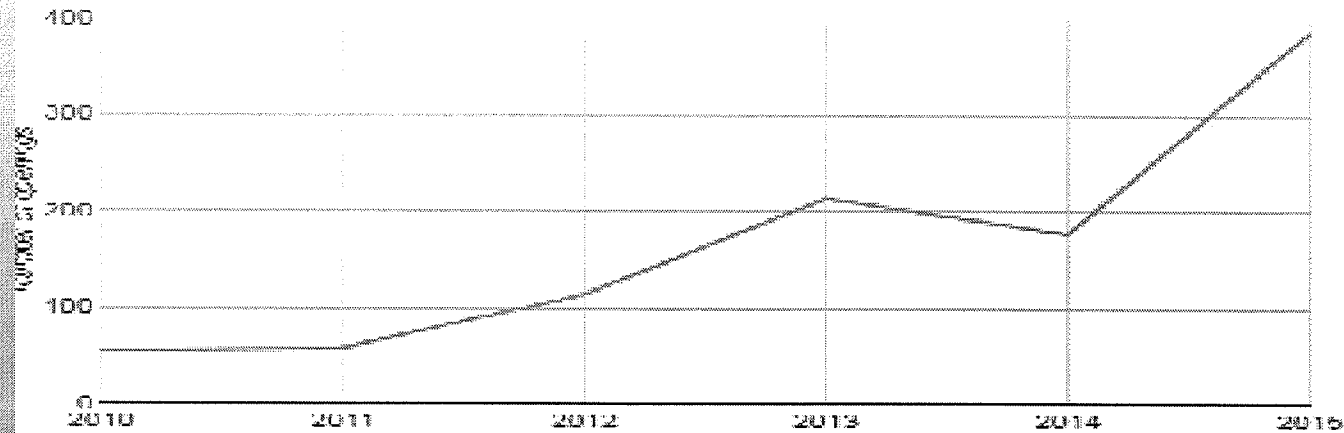
Law Enforcement Hiring Trends

The State of California Law Enforcement Openings

Open positions for law enforcement professionals in California have increased by 603 percent since 2010, according to the Peace Officer Standards and Training government job listings.

Statewide openings

In the past five years, openings on the Peace Officers Standards and Training government job listings have increased more than 600 percent



NOTE: Openings were counted in late August/early September of each year

SOURCE: POST

CHART: Robert Hopwood, The Desert Sun

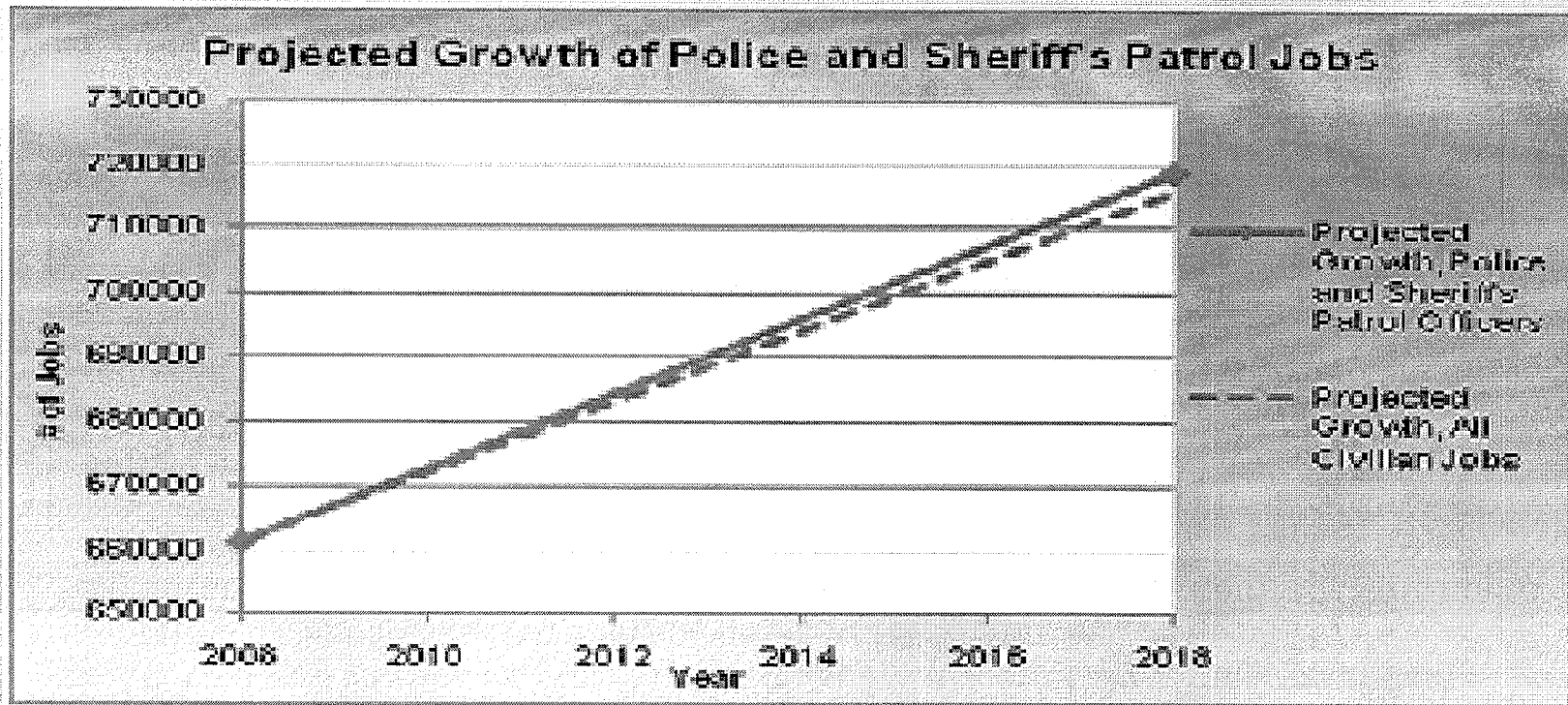
Law Enforcement Hiring Trends

The United States Projected Hiring Trends

U.S. Department of Labor reports Law Enforcement employment is projected to grow 7 percent from 2016 to 2026, equal to the average for all occupations. A continued desire for public safety will result in a need for more officers. The demand for employment is driven largely by economic and industry trends along with local and state budgets.

Employment projections data for police and detectives, 2016-26							
Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26		Employment by Industry	
				Percent	Numeric		
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program							
Police and detectives	—	807,000	860,300	7	53,400	—	
Detectives and criminal investigators	33-3021	110,900	115,900	5	5,000	xlsx	
Fish and game wardens	33-3031	7,000	7,300	4	300	xlsx	
Police and sheriff's patrol officers	33-3051	684,200	731,900	7	47,800	xlsx	
Transit and railroad police	33-3052	4,900	5,300	6	300	xlsx	

Projected Law Enforcement Growth



California Police Office Standards and Trainings projections based on past and current job postings.

The Crisis in California Law Enforcement Hiring Trends

- Over the past 30 years, the average age of California law enforcement officers has risen from 35.9 years to its present level of 40.8 years. Over the same time period, retirement eligibility ages in many places have fallen from age 60 and 55 to significantly lower levels. Even under a multi-tiered retirement system, age 50 is now a retirement goal for many senior and experienced officers.
- Simple mathematics implies that a recruitment crisis is at hand for law enforcement, especially if the assessment that Millennials are now far less likely to stay until retirement is correct. Research as far back as 2009 suggests that only 50 percent of adult workers at the time had been at their jobs for more than five years, and adult workers will quite likely have 10 to 14 jobs by their late 30s.
- As veteran officers retire at younger ages, and younger officers move between agencies (or careers), a critical employee gap seems likely. These factors along with the average 7% increase in LE jobs over the next ten years illustrates a steady market increase and need for qualified applicants capable of successfully completing the rigorous, academic, employability and background standards set by POST.

Sid Smith, MPA, Chief of Police (former)

Public Safety Training Complex Operating Plan

The 2016 Strategic Operating Planning Update reflected specific areas for program and facility growth. The primary performance indicators are:

1. Design an Associate of Science Degree in Public Safety
2. Expand partnerships with public safety agencies through cooperative ISA
3. Program and facility cost reduction

The 2016 – 2017 Annual update also identified three primary goals and strategies to mitigate continuous deficit spending within the Public Safety Department.

1. Serve the public safety instructional labor market
2. Improve efficiency and facilities utilization
3. Develop Regional Market to utilize excess capacity of facility

Law Enforcement Program and Partnership Expansion

In response to the April 2016 Update, the Law Enforcement program has researched and formulated a plan to address the three performance indicators identified.

1. Design two, three credit online/blended Public Safety Law enforcement courses:

- Introduction to Public Safety
- Career and Employability skills in Public Safety

2. Request new full time Weapons and EVOG Specialist

- Cultivate agency partnerships for Cooperative Instructional Service Agreements
- Maximize usage of EVOG and Firearms facilities with public safety partners

3. Request a temporary full time LE Coordinator assigned to the third Academy

- To coordinate the third academy, develop online courses, assist with instruction

4. Request full time Recruit Training Officer in lieu of current service agreement

Improving Public Safety Department Efficiency

The Law Enforcement Training program has identified efficiency strategies to service the labor market while improving facility utilization and regional partnership agreements.

1. Establish a marketing team to work in conjunction with Public Affairs, comprised of department coordinators to create marketing activities designed to build new partnerships and expand current partnerships.
2. Assign Law Enforcement staff to target specific agencies through specific outreach liaison efforts.
3. Train and utilize program coordinators and instructional assistants to assist with instruction while reducing part time adjunct teaching roles.
4. Reclassify the equipment specialist position with added instructional assistance and marketing responsibilities consistent to reduce instructional cost and expand PSTC facility use.
5. Reorganize current Recruit Training Officer position as a full time Allan Hancock employee to reduce annual RTO costs. Add a full time temporary academy coordinator to assist with coordination, instruction and course design.
6. Research training and facility use partnership opportunities to the north, south and east with agencies traditionally outside Allan Hancock service area, while continuous regional partnership development
7. By working with AHC staff, utilize the California Public Safety Career Pipeline initiative, create guided pathway recruiting activities targeting High School students, military veterans and Administration of Justice students.
8. Strengthen and grow the relationships with other AHC departments.
9. Upon implementation, market Public Safety on line courses to High School students, traditional college students and in service public safety personnel regionally and statewide.

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Appendix 9

AHC 3rd Academy Proposal



**ALLAN
HANCOCK
COLLEGE**
M E M O R A N D U M

DATE: November 13, 2017

TO: Dr. Kevin Walthers, President and Superintendent

CC: Vice President George Railey
Dean Richard Mahon
Department Chair Kristy Treur

FROM: Mitch McCann, Interim Director of Law Enforcement Training

SUBJECT: Additional Overlap Academy (Pilot Project)

Currently, the law enforcement program offers two basic law enforcement academies per year. We have been offering these since the 1980's. This program is currently recognized as one of the best in the state of California. According to recent POST test evaluations, Hancock College's current basic academy class has been ranked number one! The positive results coupled with improved perception and hiring trends has created a demand for recruits the current system cannot meet. In order to more efficiently operate, move toward our long term strategic plan and expand our services, the Law Enforcement training program is requesting to implement a third overlap academy.

Demand: According to POST (Peace Officer Standards and Training), open positions for law enforcement have increased over 600% since 2010! Virtually every law enforcement agency in San Luis Obispo and Santa Barbara Counties are hiring. This demand, coupled with our limited two academy class per year schedule, has forced numerous recruits to go elsewhere throughout the state to obtain their much needed training. As a result, every chief executive I have spoken to has asked me to try and increase our academy schedule. They are unable to wait six months between academy starts and are forced to send recruits elsewhere. Furthermore, POST limits our class size to 44 and quality learning data in CTE environments suggests an even smaller 30 person class size.

Our next academy class is due to begin in January and we have already received 50 requests for positions in the class. Therefore, we have begun turning away students. These are qualified individuals that would be on their way to a high paying job in six months if there was space for them. According to the U.S. Department of Labor, the demand for law enforcement employment is projected to increase 7% per year through 2026.

Justification

Public Safety Training Complex Operating Plan: The *2016 strategic operating plan* noted specific areas for program and facility growth. The *2016-2017 annual update* also

identified primary goals and strategies this proposal would address. This proposal would enable the academy to expand partnerships with public safety agencies and offer new and more favorable ISA. It would improve efficiency and facilities utilization. It would better serve the public safety instructional labor market. It would enable the program to begin design and *implementation an Associate of Science Degree in Law Enforcement*. Further, it will enable the program to create more opportunities for Hancock students who sometimes get squeezed out by agency sponsored recruits

Financial Considerations: Currently, the basic academy runs with one full time coordinator and one recruit training officer. POST has recommended the academy have two coordinators and two full time RTO's (Recruit Training Officer). The third academy class due to the fact that it will now overlap with our other two academies has the opportunity to create numerous positive synergies which can make the program more economically efficient and comply with POST recommendations. Some learning domains may be able to accommodate two classes worth of students with one class's instructors. This pilot program would also enable us to meet POST's requests to have two full time coordinators and two RTO's while actually only having one of each for each class. Due to the fact classes will now overlap, instructors, coordinators, RTO's would be available to back each other up and work together. As an example, POST requires a Coordinator and RTO to present while student instruction is going on. During certain times of the year when classes are overlapping one person can meet the requirement for both classes. This will free up time to address other projects and efforts (such as the degree program).

Specific analysis: This proposal would require a full time RTO and full time Coordinator in order to accomplish the objectives and meet POST requirements. Currently, Hancock College pays Santa Barbara Sheriff's \$91 an hour for their RTO. This proposal would hire a full time Hancock College classified specialist at a much lower cost to run this academy class, reducing our per class costs dramatically. In addition, this pilot project could freeze one full time administrative assistant position and create a new full time, temporary coordinator (faculty). This move would keep full time staff the same, but provide additional ability to run this program, create a degree program, teach on-line and class room courses and expand our capabilities. Benefits would stay the same and some of the additional salary would be recouped by teaching courses our experts/part time faculty currently teach. Once again, this would increase efficiency and reduce our per class cost averages.

Timing: Many have heard it said that "timing is everything" and "time is of the essence". In this case, both are true. Currently, our Santa Barbara Sheriff's RTO is one of the best in the state. He is also preparing to retire. Therefore, he would be available for this initial interim position. If hired, he would ensure our program continues on with the same impressive results that we are currently experiencing at a much lower cost per hour. He would also be available to assist and train RTO's in other classes. The second position needed for this additional class, the full time temporary coordinator could be filled by our full time Instructional assistant. If that occurred, the current assistant position would be frozen or eliminated and that money would be used to fund the salary/benefits of the new temporary coordinator position. Currently, we are fortunate to have someone with extensive teaching and law enforcement experience available. This move would have the added benefit of breaking the perception of the good old boy network at the Public Safety complex. Additionally, it would demonstrate the ability to work your way up at Hancock College.

Lastly, we are approaching the holidays and our partner agencies need advance notice to plan for a new academy and we will need time to arrange classrooms and ensure proper equipment and staffing, so time is of the essence.

Summary Request: The academy requests permission to begin a pilot project. The project would include adding a third basic law enforcement class and hiring the two necessary interim positions to enable the program to expand. In order to help fund this position, the full time Administrative Assistant position would be frozen/eliminated. This program would be re-evaluated after the second overlap academy and decision made whether to continue or not. If the program is eliminated, the RTO would be absorbed into the current system and the coordinator position eliminated.

Respectfully Submitted,
Mitch McCann

Appendix 10

2016-2017

LE Program Expense

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2016 – 2017 Law Enforcement Program Expense and Revenue Summary

In 2016-2017, the Law Enforcement Program actual expenses were 23% less than initially projected. During this time, the total actual revenue from Apportionment Classes were 158% higher than expected. These figures suggest an increase in program efficiency and student participation/course offerings. One can conservatively project these positive trends will continue with the projected addition of the third Law Enforcement Academy in 2018. Areas for potential Contracted Education growth in 2017/2018 include the utilization of the EVOC Skid Pad and Track by outside agencies. The third Academy class alone represents an approximate 30% increase in AHC EVOC utilization. Additionally, early reports from the EVOC Coordinator, indicate several new additional EVOC requests by outside agencies in 2018, further indicating a positive trend increasing facility use and program capacity. Overall, the difference between the projected and actual revenue for Instructional Service Agreements is an 891.96% increase and is the most significant factor explaining the large net revenue actualization of \$1,147,170.00.

Law Enforcement Apportionment Classes Revenue

Projected - \$484,808 Actual - \$765,976 158% of projections

1. Law Enforcement Contracted Education Classes

Projected - \$74,000 Actual - \$83,164 112.38% of projections

2. Law Enforcement Projected and Actual Program Expenses (2016-2017 Progress Report)

Projected - \$916,489 Actual - \$665,718 % Used - 72.64%

3. Law Enforcement EVOC Utilization

Skid Pad Utilization – 7% of available hours

Track Utilization – 31% of available hours

This represents a 22% decrease in overall EVOC utilization from 2015-2016

5. Instructional Service Agreements

Projected Revenues - \$104,917.00

Actual Revenues - \$935,820

Total Law Enforcement Program Revenues and Expenses

Total Program Revenues - \$1,811,888.00

Total Program Expenses - \$664,718.00

Total Net Revenues - \$1,147,170.00

Figures don't represent all program expenses and don't factor in the two years cycle for Perishable Skills Re Certifications.

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SECTION 7

VALIDATION PROCEDURES

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VALIDATION TEAM DUTIES

A program review involves the visitation, observation and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

Duties of a Team Member

Previsit Responsibilities

1. Study the self-study report prepared by the faculty.

Visit Responsibilities

1. Meet with program/discipline faculty.
2. Examine teaching materials, supplies and equipment presently being used in the program.

Postvisit Responsibilities

1. Develop an executive summary of team findings and recommendations.

The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information or materials which would be helpful in preparing the executive summary.

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SECTION 8

EXECUTIVE SUMMARY

AND

PLAN OF ACTION

POST-VALIDATION

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Dean, Academic Affairs Date: 1/22/2018

From: Kenneth George

We recommend the following persons for consideration for the validation team:

DEPARTMENT Public Safety PROGRAM Law Enforcement

Board Policy requires that the validation team be comprised of the dean of the area, one faculty/staff member from a related discipline/program, and two faculty/staff members from unrelated disciplines.

Patrick McGuire Industrial Technology – Automotive Technology
(Name) (Related Discipline/Program)

Mary Perry Life & Physical Science
(Name) (Unrelated Discipline/Program)

Danae Madrid Life & Physical Science - Chemistry
(Name) (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

(Name)	(Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

(Name)	(Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

(Name)	(Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

APPROVED: *Wm W*
Dean, Academic Affairs

1/24/18
Date

Executive Summary
Validation Team Report, Law Enforcement
5 February 2018

The Program Review validation team for the comprehensive program review for Law Enforcement was comprised of Danae Madrid (Chemistry, LVC campus) Pat McGuire (Auto Tech) and Mary Perry (Biology). The team met with full-time Law Enforcement faculty member Kenneth George and dean Richard Mahon on Monday, February 5 for a vigorous 65-minute conversation. All member of the team agreed that the 550-page document was clear, comprehensive, and well written. In the words of Pat McGuire, who has done more than anyone to focus and clarify the purpose of program review documents for the college, "Overall it is a very impressive document." This is especially notable given how different the Law Enforcement Program is from those represented by faculty on the team.

It should also be noted that this is the first comprehensive *Program Review* to cover the entire Law Enforcement program. Previous documents focused solely on the Academy Program, and the previous director hoped that the POST external review might substitute for the college's comprehensive program review. It is also notable that while there is a single full-time faculty member in the program, the review was developed in collaboration with instructional aid Tom Lamica, department chair Kristy Treur, and part-time coordinator Dave Whitham.

Major Findings: Because team members agreed that the Law Enforcement *Program Review* document was already *very good*, discussion focused on finer points where the document could be more clear and articulate current practice of program need more effectively. Several topics elicited sustained discussion, including:

LE310: This is the short (two-day) Pre-academy course and it has lower retention and success, as it is designed to do. Because the academy is so rigorous, students are not benefitted when they are admitted to the 21-week course when they are not prepared for its demands. LE 310 is designed to make those demands evident and students often walk away from the course when they conclude that LE 320 is not for them.

Surveys: Danae Madrid and the team commended the program for collection for more student satisfaction data than is required by POST or college requirements. Members noted that the survey data is overwhelmingly strong. There are a small number of courses with less positive results, and Ken clarified that those faculty members are no longer teaching for us—sometimes as a result of their own conviction that the role was not a good fit for them. Members agreed that the document should make it more clear that evaluations are always shared with faculty and that action is taken when the scores are less strong.

LE, DE, and AJ: Team members discussed the academic trajectories available to students following the academy. The *Program Review* document notes that the great majority of the LE program must be delivered in a face-to-face format. Distance education courses might be attractive to students wishing to make the Academy the core of an associate degree, and DE courses could be used to allow students to complete GE and other degree requirements. The team discussed the relationship between the program and the college's Administration of Justice Program. It has now been several years since the two programs—once part of the same department—have separated, with AJ being offered primarily (almost exclusively) at Santa Maria and in face-to-face section.

This led to a discussion of the value the program would derive from having (ideally) a dedicated counselor or (at least) a counselor who is more familiar with the Public Safety programs and can advise students in the program more effectively. Pat McGuire noted that CTEA funds might be available to help underwrite the cost of that service.

Program Review as a Public Document: Members of the team discussed the fact that Comprehensive *Program Review* documents are posted to the college website and that some discretion needed to be exercised as program challenges are articulated. Members also noted that the document provides an opportunity to

communicate to both the internal and external college community the pride the institution takes in its successful programs and its determination to make them even stronger.

Staffing: Team members discussed a variety of ways in which staffing in Law Enforcement is unlike that of other college programs. The academy requires a cluster of part-time faculty to teach in ways that meet POST requirements. The large number of part-time faculty is partly mitigated, however, by the fact that the load for many of those individuals is small. One member noted an accidental shooting of one student by another in the program at Fresno City College and recognized that high faculty to student ratios are crucial in some areas

<<http://abc30.com/news/fcc-police-cadet-accidentally-shot-another-cadet-during-training/673184/>>. Members agreed that a bit more narrative describing the staffing elements in the program would be useful.

Equipment needs: Pat McGuire noted the challenge to all programs to anticipate the need to replace older equipment that is still functional, since the delay to replace an item not noted as a need in program review is likely to be even longer. Pat suggested that the program review add an inventory of the departments equipment holdings and note those which might be approaching (or have passed) their end of life, so that they can be more expeditiously replaced when they wear out or break.

Weaknesses: Team members noted no substantial weaknesses in the document. Members McGuire and Perry provided a written list of minor errors that should be corrected prior to submission of the final version of the document. These included misspellings, a student satisfaction survey in which the columns were the opposite of all others in the document, and some data tables where it was not clear whether they summarized program-specific or college-wide data.

Recommendations

The team made no substantive recommendations beyond the several areas described above where a bit more clarity, detail, or explanation would improve the document. Members were pleased to have learned more about the program through their service on the team, especially Danae Madrid, for whom (in her second year at the college) this was her first service on a validation team.

Submitted on behalf of the Validation Team

Richard Mahon

Richard Mahon,
Dean, Academic Affairs

VALIDATION TEAM SIGNATURE PAGE



Mary S. Perry

Danae Madrid

mlu

PLAN OF ACTION - POST-VALIDATION Six Year

DEPARTMENT: Public Safety PROGRAM: Law Enforcement Training

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET
DATE

Based on our findings, we are meeting our student learning outcomes and at this time, do not foresee any changes. We do make changes in our course delivery to better enhance the student's learning. Additionally, the majority of our course outlines have strict adherence to POST/STC requirements to maintain industry-wide standardize curriculum. What sets us apart is our realistic training delivery and our focus on student success.

SLS1, SLS2, SLS3,
SLS4, SLS5, SLS6

On-going

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET
DATE

Enrollment Changes

We are looking at developing new courses to help increase student enrollment and meet the needs our local agencies. We have identified several courses that can fulfill a need for local agencies and increase student enrollment.

SLS3, SLS6

2018-
2020

Demographic Changes

We will continue to reach out and connect with our diverse community through community events and college events.

SLS7, SLS8

On-going

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET
DATE

Curricular Changes

We anticipate adding more than 10 new courses to the LE Program that will provide students with more training opportunities and allow our instructors to share their knowledge with the next generation of law enforcement personnel.

IE1, SLS2, IR4

Start in
2018 -
2020

Co-Curricular Changes

Neighboring College and University Plans

Related Community Plans

Work with the Director of K-12 Partnerships and Cooperative Work Experience to have our students take advantage of earning internship credits during the academy and field training program. This can be a boost to the college, as well as the students.

I1, I2

2018

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET
DATE

<p>Facilities</p> <ul style="list-style-type: none"> • Our biggest challenge in the future will be classroom space. Until space is built, we will need to be flexible and creative. In order to meet the needs of the students, adding 2 additional classrooms as soon as possible should be a top priority. • The RTO/Academy Coordinator office needs to be expanded and re-configured to maximize the space and allow for coordinators to share the office space. • Additional male locker room space is needed, as well as proper full-size lockers in both men and women's locker rooms. • A vehicle storage facility is needed to protect the college's investment in training vehicles. • Monitoring cameras for additional classrooms • Dedicated Roadway to the range facility • Emergency exit for range facility • Taller flag pole for range facility • 5 sets of US/CA flags for classrooms • Additional breakroom space for students 	<p>IR4, IR3</p>	<p>Start in 2018</p>
<p>Equipment</p> <ul style="list-style-type: none"> • We need to continue replacing the aging fleet of training vehicles that they represent the current technology in the work force. We have set a plan in place and the replacement cycle needs to be fulfilled. <p>Other equipment needs are:</p> <ul style="list-style-type: none"> • Traffic lights for inner city grid • Additional scenario prop building within the inner city grid • Simulated training weapons • Additional Glock training weapons • 10 additional training shotguns • 10 additional training long rifles • ARCON training bags • EZ-GO cart • Replacement treadmills and Life cycles • Additional Glock training weapons • Upgrades to Force Options Simulator • Upgrades to Driving Simulators 	<p>IR3, IR4</p>	<p>Start in 2018</p>
<p>Staffing</p> <p>Full-time Perishable Skills Coordinator (currently part-time) Full-time Advanced Officer Training Coordinator (currently part-time) Full-time Program Technician (currently part-time assistant) Part-time Academy Coordinator (additional position to assist with work load) Full-time Range facility manager (see attached PSTC Firearms Training Center Business Plan) 2 Full-time Recruit Training Officers</p>	<p>IR1, IR2, IR4, I2</p>	<p>Start in 2018</p>

Program Coordinators are required to complete numerous hours of preparation before a class can be presented. For example, the AOT Coordinator will spend 15 hours preparing for a 40-hour LE351 class. This will include POST certifications, scheduling instructors, preparing a payroll matrix, ordering course materials (also insuring they are current to POST mandates) and then monitoring the class presentation and conducting follow-up evaluations.

An Academy Coordinator will have to coordinate the progress of a 21 week academy class that involves 55+ part-time faculty. This requires a monthly payroll matrix (with continuous modifications), monthly scheduling involving learning domains that required additional staffing, i.e., range days - 5-6 instructors, scenario days - 12-15 instructors, EVOC days - 6-7 instructors. This course runs 9 hours a day for 21 weeks and very labor intensive.

This will also apply to the Core Corrections Academy Instructor, but at a lesser level, since each academy class is only 6 weeks in length.

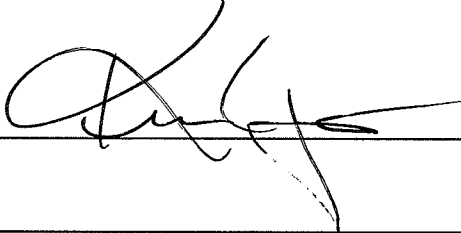
For the Perishable Skills Coordinator, all of his courses require multiple instructors, payroll matrix, working with contract agreements and keeping everything current with POST standards and mandates. For every hour of course presentation, requires an hour of course preparation.

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Kenneth George



Date: 2/8/2018

Date: _____

Date: _____

Date: _____

Date: _____

Reviewed:

Department Chair*

Kristy Treur

Date: _____

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

Date: _____

Vice President, Academic Affairs

Date: _____