



POINT LOMA
NAZARENE
UNIVERSITY

Department of Public Safety
ANNUAL REPORT
2015-16

Department of Public Safety

Mission Statement

To create an environment of safety where students, faculty, and staff are free to learn, teach and work without undue personal safety concerns. To protect the university's assets through service and technology.

Program Overview

The PLNU Department of Public Safety (DPS) is a private, in-house security organization dedicated to the safety and well-being of the campus community. Enforcement authority is granted by the PLNU Board of Trustees. All staff officers must complete the training required by the California Bureau of Security and Investigative Services and possess guard licensing as issued through the State of California. DPS exists to serve our students, faculty and staff and is operational on a 7/24 basis. It employs both full-time staff and part-time student employees in fulfillment of its mission. DPS controls campus vehicle access, secures buildings and facilities; responds to medical emergencies and acts as a liaison with EMS personnel; takes reports and conducts investigations of minor criminal offenses, vehicle accidents, and violations of university conduct policies; acts as a liaison with law enforcement agencies following major criminal offenses; engages in crime deterrence through active campus patrols and monitoring of the campus video surveillance system; issues university ID cards and manages campus electronic access control systems; offers education on crime prevention and personal safety; ensures compliance with federal, state, and local laws regarding campus safety and security; develops and maintains the campus Emergency Operations Plan and oversees the university's emergency alert system; registers vehicles and bicycles; enforces the University Vehicle Code; provides security, traffic and parking services for major campus events; and offers community services like vehicle jumpstarts, vehicle unlocks, and late night escorts. PLNU maintains an institutional membership in the International Association of Campus Law Enforcement Administrators (IACLEA) and routinely utilizes its website for assistance with the implementation of policies and procedures consistent with current federal and state statutes. DPS also maintains good working relationships with the other local, state, and federal law enforcement agencies, including those at other local colleges and universities.

In providing the above essential services to the campus community, DPS supports the overall academic purpose of the institution. Beyond that, DPS's daily interaction with students creates opportunities not just to serve students but to educate them on the importance of taking responsibility for their own safety and that of others, and to educate them on the role safety plays within a learning environment. While those opportunities neatly align with the educational mission of a university, it is also of practical benefit to the campus since campus safety is actually the responsibility of the entire community. To some extent, every aspect of our program provides these opportunities for education and collaboration. And where DPS's student employees are concerned, those opportunities are even more numerous.

Intended Learning Outcomes

Program					
	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
Vehicle Registration and Parking Enforcement			X	X	
Student Conduct and Crime Response			X	X	
Crime Prevention and Education				X	X
Emergency Response			X		X
Training and Supervision of Student Employees	X	X	X	X	X

Evidence of Learning

Cognitive Complexity

Student employees are trained to engage others in constructive ways in every aspect of their job. That commitment to constructive engagement is foundational for the individual problem-solving and collaboration with co-workers that their jobs subsequently require. Learning how to “think on their feet” and “size up” a situation is critical.

Knowledge Acquisition, Integration, and Application

Student employees are trained to seek new information to solve problems. Whether taking an emergency phone call, investigating a theft, and writing a report about a medical emergency, learning to ask good questions is an essential aspect of their job which they are taught from the start. DPS often must respond to campus needs with less than all the available information and many of them require follow-up by other university officials or departments. Students are taught to recall information, consult outside sources such as other staff, written procedures and/or electronic files. Moreover, this knowledge is cumulative. They are taught to apply and incorporate lessons learned in previous incidents to current problems.

Humanitarianism & Civic Engagement

DPS consistently teaches students to participate in relevant governance systems. That most often entails compliance with university regulations related to vehicle registration and parking. When students do not comply initially, they are provided opportunities to appeal citations and to represent themselves in administrative processes somewhat reflective of due process in the wider world.

Similar comprehension of applicable rules and regulations is required of residential students participating in investigations of violations of the Student Code of Conduct or of minor criminal offenses. Students are given the opportunity to interact with university officials, to be forthright or to withhold information in those interactions, and to exercise their rights and responsibilities as they work “within the system” to effect positive outcomes for themselves or others.

Students are frequently involved in emergency medical situations which require many of them—perhaps for the first time—to place a 9-1-1 call or interact with emergency first responders. Learning to interact with public safety officials, to be share all available information and to take advantage of available resources are skills learned through these interactions, most of which are facilitated by DPS.

In reporting a medical emergency, conduct violation, criminal incident, or safety hazard, students learn what systems and structures are in place on campus to ensure the continuity of campus operations and the safety of its students and employees. They are then better able to differentiate between service departments (e.g., Public Safety and Facilities) and thereby direct complaints and inquiries to the appropriate office for resolution. Student employees who receive emergency calls, complaints, or requests for service are likewise, for all the same reasons, taught to operate within and interact with available governance systems.

Interpersonal and Intrapersonal Competence

DPS is frequently called to respond to “conflict” situations in which students, either as involved parties or as responding student employees, must learn to manage that conflict constructively. Enforcement of parking regulations, codes of conduct, or other university policies often carries with it the potential for conflict and for the establishment of adversarial roles between the student and the university. Students are instead encouraged to foster a spirit of cooperation and collaboration by learning how to communicate well, to listen effectively, and to compromise to achieve the optimal outcome.

Students are given opportunities to develop self-efficacy through participation in Alcohol Awareness Day, review of safety information made available online or in an email, and participation in campus safety drills. Students are taught not to be overly reliant on DPS or careless in their approach to personal safety but rather to take the initiative to safeguard themselves, their classmates, and their belongings at all times. Being able to assert oneself to fend off an attacker, to refuse to get in a vehicle with a driver who has been drinking, or to say “no” when being pressured into participating in hazing, sexual intercourse, or abusing controlled substances is a mark of self-efficacy in a way that allows the students to assert themselves as whole persons in control of their choices.

Of course, learning to balance self-interest with a sense of social responsibility is equally important and so these opportunities are equally geared toward that end. Students who receive parking citations frequently seek out explanation from DPS staff, which creates an opportunity to not only inform them of the letter of the law—the rules and regulations—but of its spirit by teaching them that maintaining an orderly parking environment is critical to the smooth operation of a large organization like PLNU which is responsible to the needs of its many members. DPS takes available opportunities during interactions with students to communicate the need to adopt a similar sense of mutual responsibility for one another in the reporting of suspicious behavior, campus crimes, vehicle accidents, and safety hazards to DPS.

2015-2016 Area Assessment

This past year was the first year that DPS instituted mandatory bicycle registration. Due to the burdens placed upon students by substantial campus parking policy changes in both Fall 2015 and Spring 2016, DPS did not as rigorously enforce bicycle registration as was originally planned. Additionally, no formal bicycle census completed. Flyers containing information on bicycle registration and theft prevention were posted in residence halls and near outdoor bicycle racks. While it is impossible to measure the efficacy of such a campaign, observational reports from DPS staff indicated that many bicycles, though not all, were properly registered with DPS. Indeed, DPS saw a five-fold increase in the number of registered bicycles from 2014-15 to 2015-16 as well as a net reduction in the number of impounded bicycles at the end of the year.

Use of Evidence of Learning

While last year's informational campaign involved many of the learning outcomes above—including the development of self-efficacy and practical competency—DPS' lax enforcement meant students were not encouraged to participate as fully in relevant governance systems. DPS plans to more rigorously enforce bicycle registration in the coming year and improve yet again upon registration numbers as it ultimately strives for a 100% registration rate.

Areas of Study, Professional Development, and/or Comparator Research

This past year senior members of the DPS staff participated in a number of training and developmental programs. Alongside other Student Development professionals, the DPS Supervisor attended both a two-day training seminar on state regulatory requirements and programs pertaining to campus sexual assault as well as a four-day training program on sexual assault investigations, especially those with implications for compliance with Title IX and VAWA requirements.

DPS also participated in several surveys of campus security and law enforcements agencies in order to identify ways that DPS can become a leading private security organization. Areas of consideration included the transition from a non-sworn security department to a sworn law enforcement agency, the issuance of additional non-lethal and lethal weapons in response to numerous "active shooter" events nationwide, and the enlargement of the DPS staff in order to improve upon the existing staff-to-student ratio.

Areas of Distinction

Despite a number of critically intense student incidents, significant disruption and changes to campus parking policies, and substantial turnover among departmental employees, DPS successfully implemented a number of new programs in 2015-16, including:

- Adoption of an integrated access control and video surveillance platform in conjunction with the rollout of card-controlled access systems in the new science building (Sator Hall), Ryan Learning Center, and four of the Point Loma campus residence halls.
- Improvements to the video surveillance system, including replacement of all analog cameras at Nicholson Commons and Bond Academic Center; replacement of first-generation networked cameras and paired infrared illuminators at the Welcome Center; and installation of cameras at the new science building and Ryan Library.
- Adoption of new and expanded communications technologies (i.e., AlertUs, blue light emergency phones) for use within the university's emergency notification system.
- PLNU's first ever campus-wide emergency drill that partially simulated a campus lockdown in response to an "active shooter" situation.

DPS plans to build on these successful programs in 2016-17 and better integrate them together into a holistic approach to campus safety and security.