



POINT LOMA
NAZARENE
UNIVERSITY

Department of Public Safety **ANNUAL REPORT**

2016-17

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 jump starts, 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, DPS ensures both the smooth daily operation of the university and that its students and employees are not overly burdened by undue safety concerns, thereby allowing the institution as a whole to devote its resources more fully toward its core educational commitments. Additionally, interactions with DPS are often opportunities for students to learn the importance of taking responsibility for their own safety and to better understand the role safety plays within a holistic learning environment. And since safety is a basic prerequisite for any positive learning environment, students who invest in campus safety are in fact investing in the academic outcomes it makes possible. 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, 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 gather and share pertinent 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. For example, students who receive parking citations and who seek out explanation from DPS are not educated solely on the letter of the law—the parking rules and regulations—but also on its spirit: maintaining order is a social necessity, especially for a large organization like PLNU that is responsible for the needs and well-being of its many members. DPS encourages students to adopt a similar sense of mutual responsibility for one another in the reporting of suspicious behavior, campus crimes, vehicle accidents, and safety hazards.

2016-2017 Area Assessment

DPS made a more concerted effort to notify students through emails and flyers about registration requirements than in the previous year. However, there was a net reduction in the number of bicycles registered. This can likely be attributed to the fact that registration was first made mandatory in 2015-16, leading to a large one-year jump in the number of registrations across all classes. Since bicycles do not need to be registered annually, registrants who were returning students in 2016-17 were likely carried over.

Use of Evidence of Learning

As evidence of an overall improvement in compliance with bicycle regulations, the number of impounded bikes in 2016-17 decreased by fifteen percent compared to the prior year and the number of *unregistered* bicycles impounded decreased by twenty-five percent. Forecasting for 2017-18, DPS expects to see a continued downward trend in this figure; anything else would be cause for re-examining the efficacy of the bicycle registration enforcement program.

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. The DPS supervisor was certified, alongside other Student Development Professionals, as a Sexual Assault Investigator by the Association of Title IX Administrators (ATIXA). The DPS Supervisor was also trained to use Tactical Surveillance Countermeasures (TSCM) to detect and counter electronic eavesdropping directed at Cabinet-level administrators and their offices.

As part of a campus safety and security conference, the DPS supervisor engaged with security and law enforcement officials from other higher-education institutions, including other private schools in the same region of the United States, and was able to identify operational areas in which PLNU can improve, including access control, active shooter response, video surveillance, emergency messaging, community policing, and alcohol awareness education.

The DPS Assistant Director continued to regularly build relationships with members of local law enforcement agencies and, as a result, became party to several intelligence-sharing networks.

Areas of Distinction

Building on the prior year's achievements, Public Safety did the following in 2016-17:

- Worked with Residential Life, Campus Facilities, and ITS to expand electronic access control to all remaining residence halls and to finalize plans for expansion of that system to Liberty Station Conference Center and Mission Valley Regional Center.
- Added public address speakers to the campus blue light emergency phones in order to improve upon the emergency alert system's audible, outdoor alert capabilities.

- Conducted a total of two campus-wide emergency drills, that allowed for the practice of building evacuations and lockdowns in response to an “active shooter” event. The results of the lockdown drill showed overall improvement in many areas compared to the previous year. That drill also included the Liberty Station, Mission Valley, and Bakersfield campuses for the first time.
- Expanded from eight full-time Public Safety Officers to nine in order to staff the Mission Valley Regional Center each day from open until close.

DPS plans to build on these successful programs in 2017-18 and better integrate them together into a holistic approach to campus safety and security.