



POINT LOMA
NAZARENE UNIVERSITY

STUDENT DEVELOPMENT

DEPARTMENT OF PUBLIC SAFETY ANNUAL REPORT

2010-2011

PUBLIC SAFETY

PURPOSE

To create an environment of safety where students, faculty, and staff are free to study, teach and work without undue personal safety concerns. To protect University assets through service and technology.

PROGRAM DESCRIPTION

The Department of Public Safety exists to serve our students, faculty and staff. The Department is operational on a 7/24 basis. We serve the community with Staff Officers and Student Community Service Officers. Operating authority and rationale for the Department is granted by the University Cabinet. The California Colleges and University Police Chiefs' Association (CCUPCA) website,

<http://www.ccupca.com/home/> is utilized as a resource. PLNU maintains an institutional membership in the International Association of Campus Law Enforcement Administrators (IACLEA) and routinely utilizes its website, <http://www.iaclea.org/>, for assistance with the implementation of policies and procedures consistent with current federal and state statutes. The Department is a non-sworn agency and our first priority is serving the community. The following is a list of services provided by Public Safety:

- Jump Starts and Air-Pressure Assistance
- Evening Escorts
- Injury and Traffic Collision Reports
- Vehicle Registration
- Parking Enforcement
- Crime Reports

Student employees are used in the following positions:

- Office Receptionist – Responsible for answering information phone calls, entering citations and processing reports.
- Dispatcher – Emergency communications and assigning appropriate resources.
- Community Service Officers – Patrolling the campus, enforcing parking regulations, crime prevention and documentation of crimes and other incidents.

AREAS OF IMPACT

The following rubric describes the programs offered in the Office of Academic Advising, the linkages between student development outcomes, and type of assessment used to collect data.

Program	Outcome Domain(s)	Type of Assessment Data
Vehicle Registration	2, 4	Numerical student participation data – CARS and special permitting as needed.
Jump-starts	2 3a	Numerical data gathered from each occurrence.
Injury and Accident Reports	3a 4	Situational and Numerical data gathered from each occurrence.
Incident Reporting of Student Misconduct, criminal offenses, or policy violations.	2	Documentation of Student Policy or criminal issues.
Residence Hall Safety Program.	2 7b 8	Informational bulletin boards. Informational safety pamphlets Safety meetings.

SUMMARY OF PROGRAM IMPACT

Vehicle registration impacts all students who bring vehicles onto campus. It is a critical component of a safe campus. A new system for registration and parking enforcement is in the process of being implemented for fall of 2011.

Providing jump-starts and tire air-pressure service to our stranded students, faculty and staff is a simple and effective way of modeling compassion, responsibility and leadership.

Injury reporting puts the officer at the scene of an injury. Officers have completed first aid, CPR and automated external defibrillator (AED) training. This training teaches and shapes our students prior to sending them out into the world.

Documenting incidents is an essential function of DPS. Students and officers who prepare incident reports learn to recognize and document violations of university rules or various legal statutes. This process can be stressful, and as such, it helps to teach and shape our officers in a way that allows them to manage their emotions and facilitate personal growth.

The Residence Hall Safety Program was developed and implemented by student officers during the spring 2009 semester. It involves the creation of Safety Bulletin Boards inside each residence hall combined with meetings and safety flier distribution. The safety fliers were designed by Student Officers and include the following topics: Bicycle Safety Guide, Identity Theft, Public Safety Update, Sexual Assault and Residence Hall Safety. Residential hall safety meetings were conducted and facilitated by student officers.

GROWTH AND DEVELOPMENT

The vehicle registration process is evolving. Beginning in the fall of 2011, the entire registration process will be accomplished on-line using a third party system known as iParq. This change required a collaborative approach involving Information Technology Services, Accounting and Media and Creative Services. The jump-start service was recently improved with the purchase of a state of the art heavy duty portable jump-starter. It also has an air compressor. This acquisition allows for greater safety and speed when providing this service.

Injury reporting will continue to be a requirement as it supports the University in complying with CalOSHA regulations. Accurate and timely documentation of all injuries helps to reduce the University's exposure to liability claims.

Incident reporting will continue to improve as training is occurring on an on-going basis. A third party incident reporting system and CAD system are currently under development and should be implemented in the fall of 2011. This new software program is being custom built for PLNU Public Safety by an outside consultant and funded by ITS. It will facilitate a paperless process for incident reporting and statistical tracking of information will be much easier.

The Residence Hall Safety Program was conceived and implemented by student officers during the spring 2009 semester. Each residence hall was adopted by a student officer. This student officer held meetings and distributed fliers on safety issues in their assigned residence hall. It is anticipated this program will continue over the coming year.

STUDENT DEVELOPMENT COLLABORATION

The programs that expand interaction of Public Safety across the university are summarized in Table 1.1. These collaborative programs are jointly planned learning experiences between and within Student Development, and also include institutional resources, services and programs throughout the PLNU community (e.g., Academic Affairs, Admissions, Faculty, Information Technology Services, PLNU Library, Student Financial Services, Study Abroad, etc.).

As Student Development continues to support the quality of student experience regarding the core values of an intentional Christian community and the development of students as whole persons, the process of identifying and assessing collaborative programs is an important factor in determining impact and sustainability.

Table 1.1 Department of Public Safety areas of collaboration.

Area	Program/Service	Who Initiates Contact	Frequency of Interaction	Description of Interaction	Recommendation for future interaction
Public Safety	Vehicle Registration Program	Students, Faculty and Staff	Initial vehicle registration followed by update as needed.	Portal, phone and e-mail.	Continue to work with ITS to keep program efficient and streamlined.
Public Safety	Parking Enforcement	Student and Staff Officers	Multiple daily contacts.	Parking Citations	None
Public Safety	Citation Appeals	Students	Monthly	Portal	The Traffic Appeals Committee will continue to meet monthly.
Public Safety	Residence Hall Safety Program.	Student Officers	Twice per semester.	In person, bulletin boards and fliers	Continue program.
Public Safety/ Human Resources/ Physical Plant	Initial Emergency Response Coordinator Training	Staff Officers/ Director	Three classes annually	In person	Conduct Annual Refresher Training
Public Safety/ Wellness Center/ Spiritual Development/ Residential Life	Alcohol Awareness / Personal Safety Program	Students, Faculty, Staff, Local Law Enforcement	Two per year	Collision Display, Posters, Personal Interaction	Continue Program

APPENDICES

Types of Assessment - Numerical data accumulated from daily operations.

- Vehicle Registration
- Jump-Starts
- Injury Reports
- Incident Reports
- Citations Issued
- Citations Appealed

1. Vehicle Registration for the 2009/2010 school year:

- Total Student Vehicles 1223
- Residents 500
- Flex Housing 234
- Commuters 489

3. Jump-start and air services: 189.

4. DPS documented a total of 35 injury/illness reports through May of 2011.

5. DPS documented a total of 145 incident reports through May of 2011.

6. Our assessment of parking enforcement is that it yields an effective and positive outcome.

- Total Citations 818
- Repeat Violators 106
- Three time violators 32
- Four time violators 15
- Five to ten time violators 7

7. Citation Appeals.

- Total Appeals 141
- Appeals Granted 99
- Appeals Denied 13
- Appeals Reduced to Warning 26
- Reduction in Fine 3

9. DPS conducted a collaborative Alcohol Awareness Day event on Monday February 28, 2011. This was a collaborative effort involving DPS, Residential Life, Wellness Center, Spiritual Development and Physical Plant, San Diego Police Department and CHP. There was a wrecked car display, posters and root beer floats. The following evening there was a panel of local pastors from different denominations, who each provided their theological perspectives on alcohol consumption. These two events were scheduled immediately prior to spring break.

STUDENT DEVELOPMENT

STUDENT FOCUSED OUTCOME DOMAINS

1. Retention

- Pursues and completes a degree at PLNU

2. Engagement

- Develops a significant connection to relationships and participates in programs at PLNU which enhance personal development, facilitate learning, and result in retention

3. Social / Emotional

- Develops and maintains mutually rewarding relationships with friends and colleagues at PLNU
- Considers others' points of view and seeks involvement with others different from oneself
- Manages emotions in a manner which facilitates personal growth and relationships with others

4. Physical

- Chooses behaviors and environments that promote health

5. Spiritual

- Grapples with and clarifies personal faith
- Experiences multiple relationships and opportunities in which Christian values are explicit

6. Occupational/Career

- Maintains or exceeds academic standards necessary to achieve a degree at PLNU
- Utilizes campus resources as part of career exploration
- Makes connection between classroom and co-curricular learning
- Develops skills to seek employment or advanced education beyond graduation

7. Leadership

- Serves in a leadership capacity in a student organization
- Develops a personal leadership philosophy and style that is consistent with a Wesleyan perspective of service to others

8. Student Learning

- Participates in experiential programs such as student government, peer education, and resident advising, which facilitate experimentation, skill development, and multiple levels of learning

**TYPES OF ASSESSMENT INSTRUMENTS
 USED FOR DATA COLLECTION**

Type of Assessment	Examples in higher education settings
Program Data Collection	Numerical, budget and statistical data about program operations, student participations, costs etc.
Survey of Needs	Individual, Department, Division or Institution wide questionnaire identifying what students want/need from the college or department. [Note: Surveys may be administered on-line via student voting software and in Scantron format].
Survey of Expectations	Individual, Department, Division or Institution wide questionnaire identifying what students expected from the college or department.
Surveys of Satisfaction	Individual, Department, Division or Institutional questionnaires providing feedback on student expectations and satisfaction with services provided by the college or department.
Suggestions Boxes and Feedback Forms	Individual input as to program concerns and suggestions for changes; continually collected, usually anonymously.
Case Studies	Longitudinal study which covers a broad range of experiences of selected students.
Journals and e-Portfolios	Individual records of activities, experiences and feelings collected over a defined period of time.
Interviews	Responses from students who may be randomly or specifically selected covering specific areas of concern; can be given at selected times or on program exit.
Focus Groups	Small group feed back sessions about a limited set of specific topics. Feedback groups can also (further) discuss results of survey data.
Signed Agreements	Student acknowledgement of responsibilities and adherence to and/or understanding of program parameters.
Grades and Performance Tests	Demonstration of competency or learning based on satisfactory grades or other rating measures.
Observations	Recorded observation of behaviors or activities by trained observers using pre-determined criteria.
Pre and Post Testing	Standardized testing to confirm increase in competence or knowledge.
Embedded Learning	Demonstration of learning/competence based on performance of actual activity or task; completion of task inherently demonstrates skill (such as registering on-line etc.).