

Student Services Council Meeting Notes

October 16, 2013
2:00 pm – 4:00 p.m.
Student Services Center, 14-402

ATTENDEES	Julie Barnes, Chair	Leroy Johnson	Jay Walker
	Ivonne Alvarez	Suzanne Khambata	Trina Larson (Recording Sec)
	Danene Brown	Marichu Magaña	<i>Excused</i>
	Ailene Crakes	Gilda Maldonado	Ashanti Hands
	Claudia Cuz-Flores	Barbara Plandor	Jill Jansen
	Lynn Dang	Monica Romero	Pedro Olvera
	Karla Gutierrez	Susan Topham	

AGENDA ITEM A: One-Minute Positives

COMMENTS	We just wrapped up the biggest Transfer Day in the history of the event. Students are saying that we are beginning to look like a 4-year school. Homecoming is upcoming. Today's Pep Rally was a great show of spirit. The ASG is holding a lot of great events, including their recent retreat. STAR-TRIO is making Mesa scarves for Homecoming. We have a job fair tomorrow, which will host 44 employers.
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AGENDA ITEM B: Review of Meeting Notes

COMMENTS	Meeting Notes Reviewed and Approved: - September 18, 2013 - Comment: Pending further comment, the notes were approved.
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ACTION ITEMS	PERSON(S) RESPONSIBLE	DEADLINE
<i>None</i>		

AGENDA ITEM C: Roundtable

COMMENTS	<u>Alvarez</u>: Unfortunately, we must direct VA students to the <i>Veterans Field Guide to Government Shut-Down</i> to get the most updated status information (VA.gov). Veterans work-studies processed prior to the shut-down can be interviewed and hired. Veterans' wages might be affected November 1st if their pot of money is depleted. In Admissions, students are filing applications using inconsistent names and Social Security numbers. With the government shut-down and Social Security's closure,
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	these students are having difficulty with registration and Financial Aid. It's a very time-consuming process to correct these records. The District is reworking the application process so students are inputting Social Security numbers. We will soon be testing this. Do we use CCCApply? Not currently. We will be working with their vendors, but ISIS is customized, so there are trade-offs. Status of the new system? We recently put out an RFP. Julie will work to ensure that SS has the necessary input. <u>Barnes</u>: Petra Montgomery has become a part of the SS team. Stay tuned for a Mesa mobile app, Blackboard Mosaic, with up to 14 different modules (e.g. Reg-e). We need to think about which 14 modules would work best for students. Blackboard also has analytics that will tell us what's popular and what's not. <u>Gutierrez</u>: Two new ambassadors have started, which brings us to six. We should complete hiring in November. <u>Hands</u>: The Scholarship process is now online! Trainings will follow. <u>Johnson</u>: Speaking with business majors this morning, it seems many aren't familiar with our services and transfer agreements. Please assist in Transfer outreach. We have workshops. Spread the word! <u>Magaña</u>: Our CCAMPIS grant ended last month; we were not refunded. The Child Development Center may still be accepting students. <u>Maldonado</u>: Student loan origination fees (subsidized/unsubsidized) will be increased for all loans disbursed for the first time in December. <u>Plandor</u>: Counseling appointments are filling up very quickly. Generally, the department can accommodate everyone waiting in line first thing in the morning. Cathy Bruce is retiring November 5th. Amanda Torres had her baby. We are hiring for Cathy's vacated position.
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ACTION ITEMS	PERSON(s) RESPONSIBLE	DEADLINE
Promote transfer services/workshops	All	Ongoing

AGENDA ITEM D: ILO Graduation Survey Results: Implications for Practice

COMMENTS/ DISCUSSION	Jill Baker shared the results of the Institutional Learning Outcomes (ILO) Graduation Survey. The survey provided an indirect measure of how well our graduating students embody each of the ILOs. A discussion took place regarding ways to improve the survey instrument and process. The committee also was asked to think about ways in which their programs/services relate to each of the ILOs and how the ILO survey results might inform ways that they could make improvements. (See PowerPoint <i>Assessing our Assessments</i>.) As we look at our outcomes, how can we move the needle forward in terms of success? LATF will work on defining the ILOs. SS should also have input. How do we want to define global awareness, for example?
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ACTION ITEMS	PERSON(s) RESPONSIBLE	DEADLINE
Participate in defining our ILOs	All	Fall 2013

AGENDA ITEM E: Student Success & Support Program Planning

UPDATES/ DISCUSSION	Explanation: - SDCCD has adopted 7 objectives to inform our decision-making. - Will we be able to use monies for existing positions? There's debate at the state level. Some believe this would be supplanting. - We have \$700,000 to spend, which is tightly regulated. We're able to pay for a new counselor position, which has been in the pipeline. There won't be sufficient time to add additional positions using these funds this year. - There will be implications for counseling, testing, outreach, technology and other services which are reflected on the draft plan projected (see <i>SSS&P Action Plan, 2013-14</i>). Julie will send this plan out digitally for your feedback. There's a lot of work to do and not a lot of time to do it. Julie would like feedback within a week. - Funding guidelines allow for a new Student Success Coordinator (supervisory) position.
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ACTION ITEMS	PERSON(s) RESPONSIBLE	DEADLINE
Please provide input on the SSS&P Action Plan	All	10/24/13

AGENDA ITEM F: Institutional Effectiveness Updates

UPDATES	We're still in the technical/logistical phase of assessing our outcomes. Once we settle in and get better at this, we'll be focused on the actual outcomes, improvements, and student success strategies. These will be our focus. Program Review Committee: - Program Review writing window: September 22-Dec 3; the website is up. - Classified Staff wrote a resolution that they be involved in the Program Review process. Be inclusive and also remember to attend trainings. Planning and Institutional Effectiveness Committee (PIEC): - PIEC reported on the President's Cabinet Retreat and Faculty Hiring Committee feedback. - An institutional planning manual is being developed. - Jill Baker is working on the Educational Master Plan. Budget and Allocation Recommendation Committee (BARC): - Patty presented the current 2013-2014 budget and reviewed the budget numbers. This will be posted online and Lynn will provide a link when it's available. - They reviewed how FTEF/S are calculated. - BARC will review equipment and supply requests after December 3.
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	Learning & Assessment Task Force (LATF): - Ed, our SLO Coach, gave us an update on the new Taskstream process, based on feedback. It has been streamlined. - Ed will be hosting input sessions if folks require assistance. A special session will be held for SS to allow us to fully close the loop on our 2012-2013 SLOs. SS Action Plan - SS Admins will work with areas to make sure their goals accurately reflect what they want to work on in 2013-14. - We will provide support and training to anyone who's interested, especially with SLOs. - Late Spring/Summer, we can revisit the 2014-2015 goals we input in December.
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ACTION ITEMS	PERSON(s) RESPONSIBLE	DEADLINE
Close the loop on 2012-13 Finalize goals for 2013-14	Those who haven't closed the loop All	Fall 2013

AGENDA ITEM G: Silent Alarm Protocol

COMMENTS/ DISCUSSION	Using the Silent Alarms (Panic/Hold-up): RESPONDS TO SS GOAL #6 - Refer to handout, "Silent Hold-up and Panic Alarm Response." - Using the silent alarm buttons isn't often the best approach to emergency response. - In all cases, when silent alarms are activated, a minimum of three officers respond by setting up outside of the building and will ask questions before entering the building. They don't know if the problem is a shooter or someone having a heart attack. For this reason, use the following guidelines to determine whether the silent alarm should be used: - YES: Robbery - YES: Threats of serious injury when a phone CAN'T be used - YES: Persons being held against their will - YES: Persons with firearms and a phone can't be used - NO: Medical emergencies (call 911, then x6405) - NO: Verbally disruptive people - NO: Bomb threat (use attached protocol) - Officer Ferrell will send Julie an excel sheet with all silent alarm button locations and the bomb threat response instructions.
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ACTION ITEMS	PERSON(s) RESPONSIBLE	DEADLINE
Officer Ferrell to send Excel sheet and bomb threat response protocols	Trina to follow-up as needed	Before next mtg

Next Meeting: Wednesday, November 20, 2013, 2 pm – 4 pm
2013-2014 Calendar: 3rd Wednesdays, 2:00-4:00, 14-402

SAN DIEGO MESA COLLEGE

Student Services Council

Members:

Julianna Barnes, Chair
Ivonne Alvarez
Danene Brown
Ailene Crakes
Claudia Cuz-Flores
Lynn Dang
Sarah Farmer
Karla Gutierrez
Ashanti Hands
Jill Jansen
Leroy Johnson
Suzanne Khambata
Marichu Magaña
Gilda Maldonado
Pedro Olvera
Barbara Plandor
Monica Romero
Carol Sampaga
Susan Topham
Jay Walker

October 16 2013 Agenda

- A. One Minute Positives (All)
- B. Review of Meeting Notes (All)
- C. Roundtable
- D. Institutional Learning Outcomes Graduation Survey Results:
Implications for Practice (Jill Baker- 2:30-3 pm)
- E. Student Success & Support Program Planning (Julie & Susan)
- F. Institutional Effectiveness Updates
 - Program Review (Ashanti)
 - Planning and Institutional Effectiveness - PIE (Ashanti)
 - Budget & Resource Allocation Committee - BARC (Lynn)
 - Learning & Assessment Task Force - LATF (Marichu)
- G. Silent Alarms Protocol (Officer Ferrell)

Next Meeting:
November 20, 2013
2 pm– 4 pm

SAN DIEGO MESA COLLEGE

Student Success and Support Program 2013-2014 Action Plan

The Four Key Phases of the Student Experience



Adapted from Completion by Design

The Completion by Design initiative identified components that are universal to almost every student's experience with postsecondary education. Each of the four phases represents a critical component of the students' educational experience, with specific interactions at the college that either catalyze or impede progress toward the achievement of educational goals. The way that students interface with colleges in these four phases is often influenced by four corresponding types of underlying factors: policies, practices, programs, and processes.

CONNECTION				
Objective	Action	Addresses "Core 3": 1-Assessment 2-Orientation 3-Ed Planning	Budget/Person(s) Responsible	Timeline
Establish Student Success Coordinator Position	- Embark upon HAY process to establish position - Employ part-time assistance while position is being established	1,2,3 1,2,3		Spring 2014
Strengthen professional development opportunities for	Explore Completion by Design and/or other Pathways model	1,2,3		Spring 2014

staff/faculty	• Explore Student Equity Models (such as Center for Urban Education) • Explore effective practices in other CCCs			
Strengthen Partnerships with K-12 in the Delivery of Services	• Engage HS Counselors in the delivery of services	1,2,3		Fall 2013- Spring 2014
Expand Outreach to feeder schools	• Increase number of Student Ambassadors (including, "Take Mesa Home Program)	1,2,3		Fall 2013-Spring 2014
Strengthen Partnership with Continuing Education in the Delivery of Services	• Expand Outreach to CE • Engage CE Counselors in the delivery of services	1,2,3 1,2,3		Fall 2013-Spring 2014
Improve Digital Presence (Objective 5)	• Improve website for first-time students • Launch online orientation and advising program • Develop a Mesa Mobile App to connect students with information regarding the "core 3." • Explore intuitive "FAQ" such as "Ask Foothill" model	1,2,3 2,3 1,2,3		Fall 2013-Spring 2014
Expand Print Materials	• Expand publications related to the core services	1,2,3		
Scale-Up First-Year Experience (SDCCD Objective 2)	• Recruit entering high school and CE students • Provide "core 3" services • Link entering students with peer mentors • Link entering students with appropriate support services (Counseling, EOPS, etc)	1,2,3		Spring 2014

ENTRY				
Objective	Action	Addresses "Core 3": 1-Assessment 2-Orientation 3-Ed Planning	Budget	Timeline
Expand early engagement with first-time students, connecting them early with the "core 3" and other student support services.	- Establish robust peer mentoring program - Establish Summer Bridge Program	1,2,3		Spring 2014
Improve Assessment Tools: Conduct a comprehensive examination of the current assessment system for English, ESOL, & Math (SDCCD Objective 1)	Explore effective practices such as the Long Beach model	1		Spring 2014
Improve Assessment Practices	- Require test preparation prior to testing - Enhance communication with High Schools and CE regarding the importance of testing - Revisit 3 year re-test policy	1		Spring 2014
Increase Access to Testing	- Offer testing at High School campuses and at CE - Improve service hours in Testing Office, to include some Saturday testing - Increase availability to test units	1		Spring 2014
Improve Education Plan practices	Explore effective practices in Educational Planning	3		Fall 2013-Spring 2014

Increase Access to Orientation and Counseling/Advising (SDCCD Objective 4)	- Hire tenure-track counselor - Hire more adjunct counselors - Proactively outreach to students needing Education Plans - Explore effective practices in scheduling appointments	2,3 2,3		Spring 2014 Fall 2013-Spring 2014
Expand the use of technology in the delivery of services (SDCCD Objective 5)	- Implement the new online orientation and advising program (for first-semester Ed Plan) - Explore “chat room” options for students to “meet” with counselors	2,3		Spring 2014
Plan for strategic class scheduling based on student needs (SDCCD Objective 6)	Strengthen partnership between student services and instruction in enrollment management			Fall 2013-Spring 2014
Work with faculty to examine the feasibility of moving the lowest basic skill classes from college to CE (SDCCD Objective 7)	- Analyze assessment data to assess basic skills needs - Work with faculty to explore options			Fall 2013-Spring 2014
PROGRESS				
Objective	Action	Addresses “Core 3”: 1-Assessment 2-Orientation 3-Ed Planning	Budget	Timeline
Provide Education Planning options to first-year students	Establish group workshops for first-year students to develop second semester Ed Plans based on educational objective	3		Fall 2014
Expand outreach to continuing students needing Education Plans (SDCCD Objective 3)	Work with district to send email blasts to students	3		Fall 2014

Follow-up with students to facilitate progress toward meeting goals	• Use peer mentors to follow up with students • Connect students with Counselors, as-needed	3 3		Spring 2014-Fall 2014
Improve data and research support	• Assess data and research needs related to student access, success, and equity focused on the “core 3” • Collect and analyze student learning outcomes data (inc. site licenses)	1,2,3		Spring 2014
COMPLETION				
Objective	Action	Addresses “Core 3”: 1-Assessment 2-Orientation 3-Ed Planning	Budget	Timeline
	•			

10/15/17

Student Success Act (SB 1456)
Student Success Planning Agenda for SDCCD
Fall 2013

Goal: Develop a comprehensive plan for addressing the components of the Student Success Act.

Objectives: 2013-2014

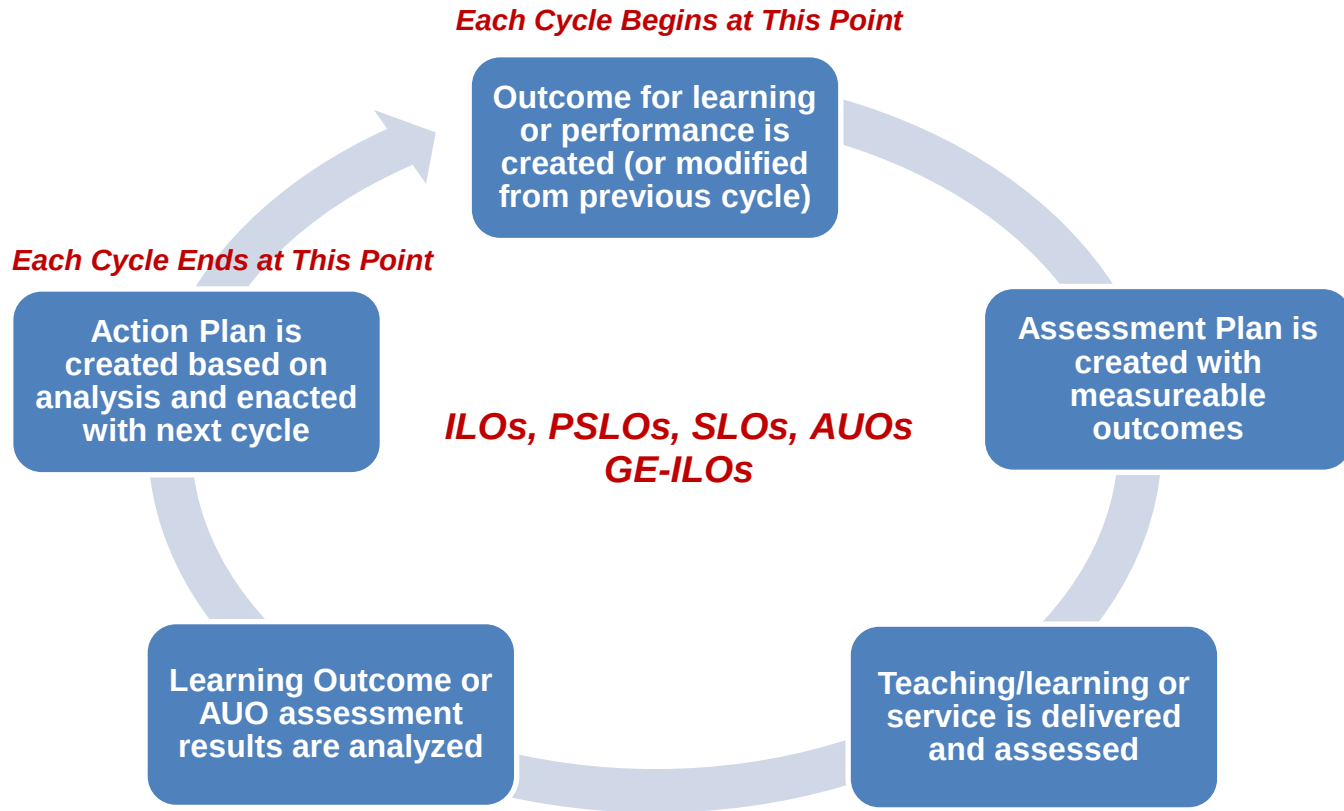
1. Conduct a comprehensive examination of current assessment system for English, ESOL, and mathematics
2. Scale-up First-Year Experience Program at all colleges that captures all essential elements of the Student Success Act (assessment, orientation, education planning)
3. Conduct comprehensive outreach to continuing students to encourage them to get an education plan in preparation for new priority enrollment framework beginning Fall 2014
4. Augment counseling resources to support educational planning requirements
5. Build web presence to assist students with planning their academic programs
6. Begin to plan for strategic class scheduling based upon student needs
7. Work with faculty to examine the feasibility of moving the lowest level basic skill classes from college to Continuing Education

Assessing Our Assessments: Are They Doing the Job?



TEACHING AND LEARNING CONFERENCE
AUGUST 14, 2013
JILL BAKER, DEAN
INSTITUTIONAL EFFECTIVENESS

Continuous Cycle of Assessment, Analysis, and Action



Institutional Learning Outcomes



- Critical Thinking
- Communication
- Self-Awareness and Interpersonal Skills
- Personal Actions and Civic Responsibility
- Global Awareness
- Technological Awareness
- http://www.youtube.com/watch?v=IrTRXfxf_vo

ILOs: Are students meeting the target?



- Summer, 2012: Learning Assessment Task Force (LATF) initiates dialogue for the first ILO assessment
 - What to assess? GE? Across the curriculum?
 - Course level assessment mapping?
- Begin somewhere...
 - Taskstream
 - GE courses
 - Course-level mapping to GE outcome
 - By ILO, did they meet targets
- Spring Convocation 2013:
 - Presentation of Findings and Dialogue

Convocation Spring 2013



- Presentation of assessment planning:
 - Up: Course to Program to Institutional Outcomes
 - ✦ Where does GE fit in with ILO assessment?
 - Overview of the history of ILOs and assessment at Mesa College
- GE analysis
 - Breakdown of findings by ILO
 - ✦ More heavily represented in Critical Thinking and Communication
 - ✦ 97% of the courses met or exceeded the target

Breakout Sessions



- By ILO
- Review results for ILO mapping
 - Determine if it met target –what was the target?
 - Was the information provided on the spreadsheet adequate for assessment?
- Discuss usefulness of target outcomes and other types of assessments and rubrics for ILOs
 - Used a grid to record benefits, drawbacks, overall thoughts

Findings of Assessment



- Course-level mapping
 - Limited number of courses in analysis
- Course-level assessment not intuitive for institutional-level assessment
 - More appropriate to use program-level assessment
- Lack of consistency in course-level outcome criteria
 - Need more guidance on what we are looking for, such as a rubric

Recommendations for ILO Assessment



- Mapped course-level SLO data:
 - A good starting point for assessment but not adequate by itself
- Survey of students
 - Generally positive perceptions of value
 - Could capture feedback directly from students at momentum points (matriculation, by semester or year, at graduation)
 - Limitations: indirect assessment, student perception
 - Effective component of an overall assessment plan

Recommendations for ILO Assessment



- Writing across the curriculum
 - Relatively divided response on value
 - More effective for some ILOs or programs than others
- Capstone courses or culminating projects
 - Overall positive perception of value, but with some reservations for non-CTE programs
 - Interest in e-portfolio assessment

Recommendations for ILO Assessment



- **Course-embedded assessment**
 - Most participants unfamiliar with method
- **Other assessment methods**
 - Longitudinal or cohort studies
 - Engagement measures for students who utilize campus support services
 - Holistic ILO assessments that reflect the breadth of the college experience

Recommendations for ILO Assessment



- Other suggestions by participants:
 - Review ILOs at regular intervals to assure they are still appropriate as written
 - Implement timelines for ILO assessment
 - Improve communication with students regarding ILOs

Outcomes of Convocation



- A timeline of integrated planning, evaluation, assessment, and resource allocation was developed
- A survey of students applying for graduation was deployed in April-May, 2013
 - ILO achievement (two questions per ILO)
 - Open ended questions:
 - ✦ What were the most important things you learned during your experience as a Mesa College student?
 - ✦ What could Mesa College have done to improve your learning experience?

San Diego Mesa College 6-Year Assessment and Evaluation Cycle

Assessment and Evaluation Activities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Course SLOs	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	Summative Evaluation/ Reflection
Program SLOs		All PSLOs Assessed		All PSLOs Assessed		All PSLOs Assessed
ILOs			1st Assessment: Mapping and Exit Survey	Mapping and Exit Survey; Program-Level Assessment Aligned with ILOs	Mapping and Exit Survey	Mapping and Exit Survey; Program-Level Assessment Aligned with ILOs
GE Learning Outcomes		Sample of GE Course SLOs; Program-Level Assessment Aligned with ILOs		Sample of GE Course SLOs; Program-Level Assessment Aligned with ILOs		Sample of GE Course SLOs; Program-Level Assessment Aligned with ILOs
Program Review		Full Program Review	Update	Update	Full Program Review	Update
Strategic Planning	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting
Educational Master Plan				Six-Year Educational Master Plan, Ready for Vetting in Sept. 2013		
Accreditation Reporting	Annual Report	Annual Report	Annual Report; Mid Term Report	Annual Report	Annual Report	Annual Report; Comprehensive Evaluation Report

Presented to the Learning Assessment Task Force
Learning Assessment Task Force Retreat - March 1, 2013

ILO Graduation Survey Results



To what extent have your experiences as a Mesa College student...

Critical Thinking ILO

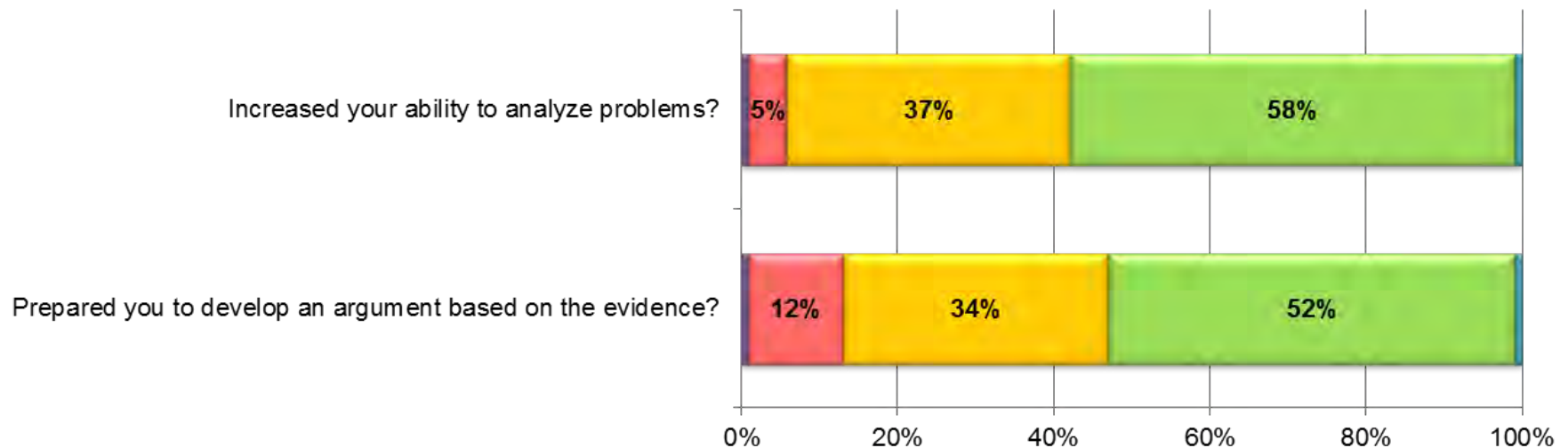
■ Not at all

■ Not much

■ Somewhat

■ Very much

■ No response



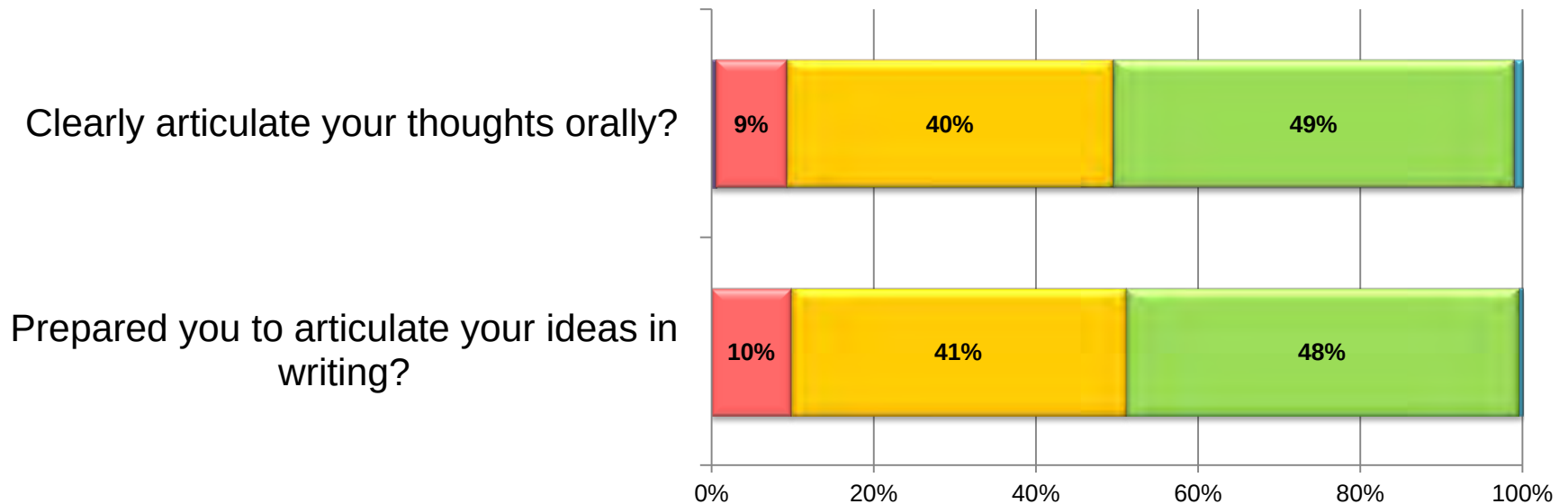
ILO Graduation Survey Results



Communication ILO

■ Not at all ■ Not much ■ Somewhat ■ Very much ■ No response

To what extent have your experiences as a Mesa College student...



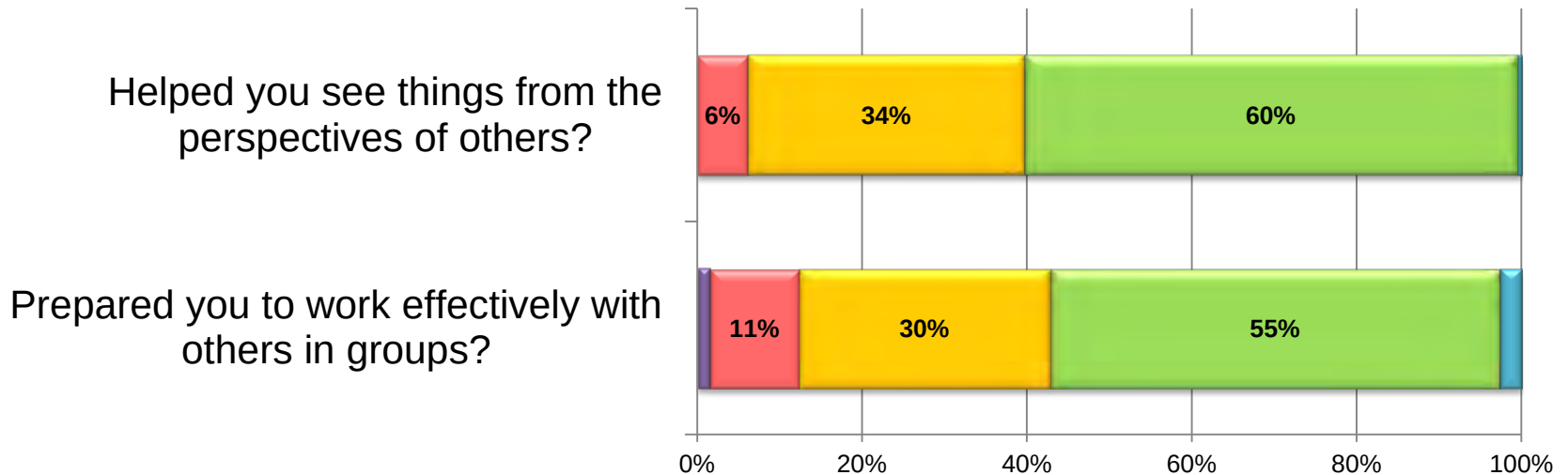
ILO Graduation Survey Results



Self-Awareness and Interpersonal Skills ILO

■ Not at all ■ Not much ■ Somewhat ■ Very much ■ No response

To what extent have your experiences as a Mesa College student...



ILO Graduation Survey Results



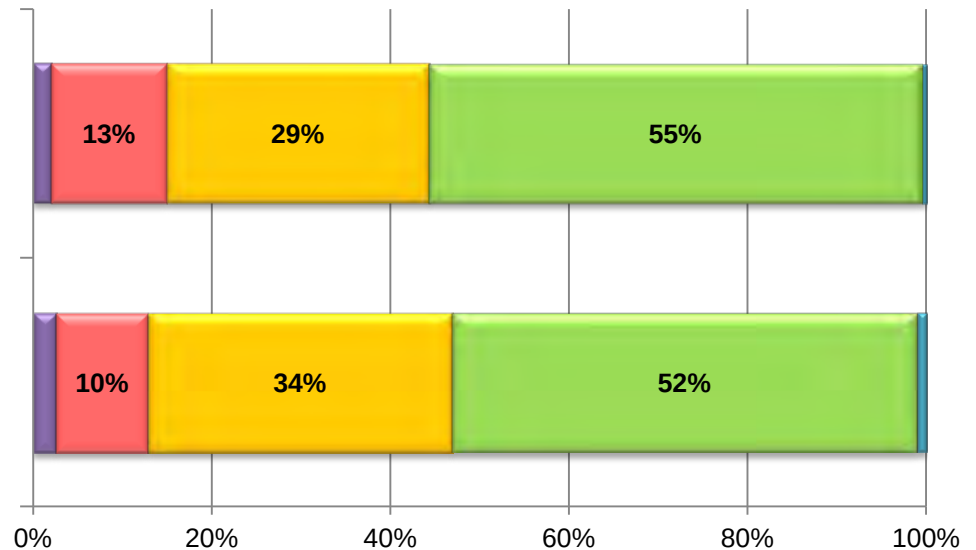
Personal Action and Civic Responsibility ILO

■ Not at all ■ Not much ■ Somewhat ■ Very much ■ No response

To what extent have your experiences as a Mesa College student...

Given you a better understanding of your role in society?

Make ethical decisions in complex situations?



ILO Graduation Survey Results

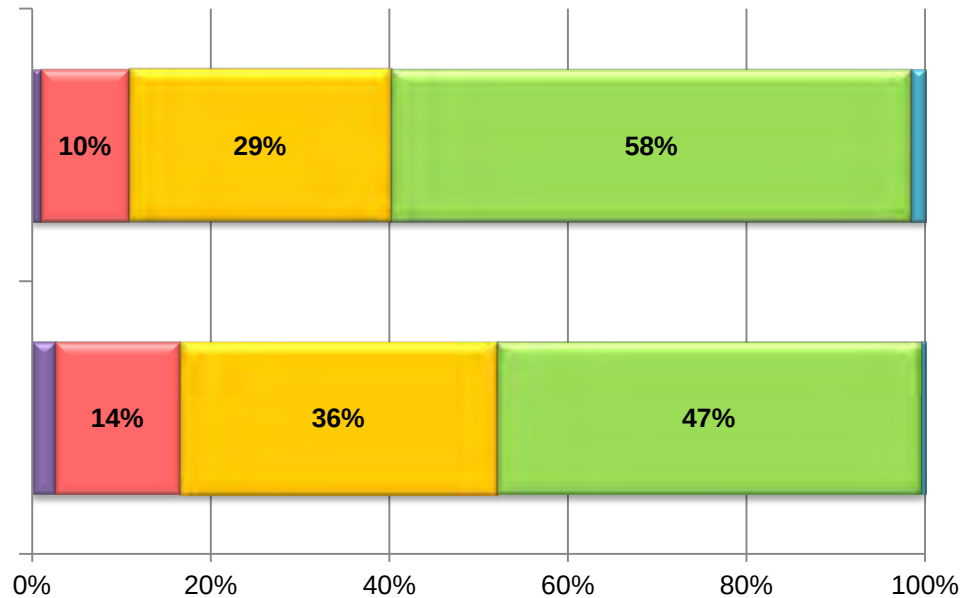


Global Awareness ILO

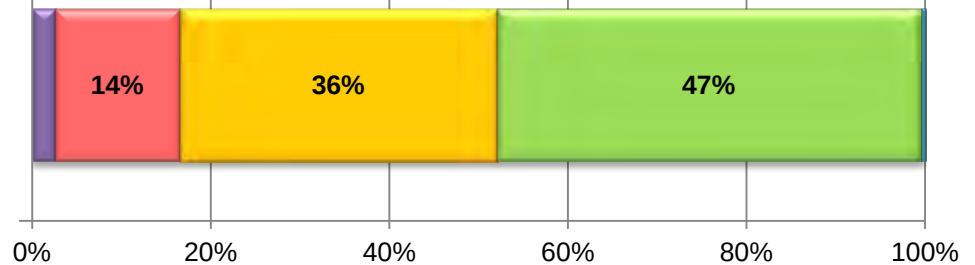
■ Not at all ■ Not much ■ Somewhat ■ Very much ■ No response

To what extent have your experiences as a Mesa College student...

Identify differences and similarities of different cultures and environments?



Improved your knowledge of global issues?



ILO Graduation Survey Results



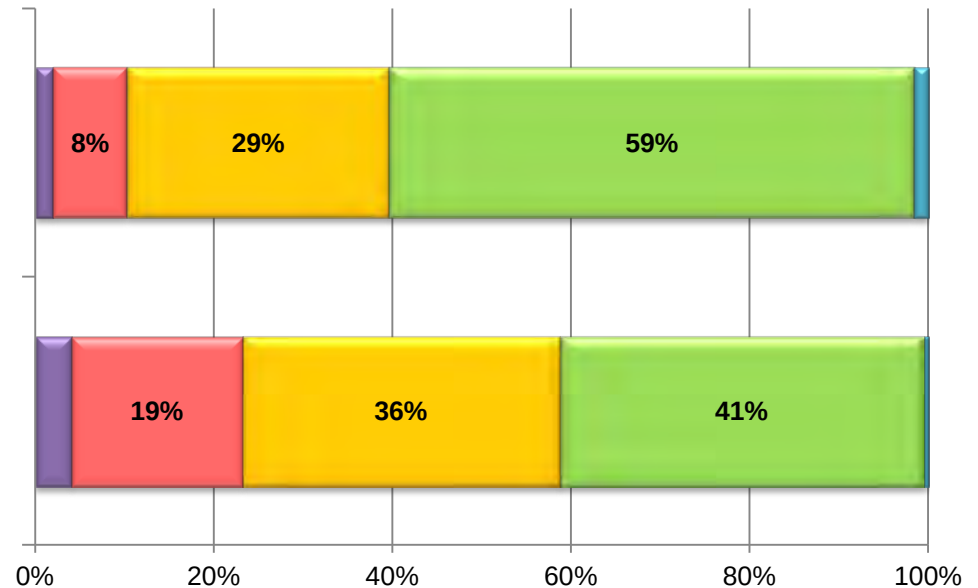
Technological Awareness ILO

■ Not at all ■ Not much ■ Somewhat ■ Very much ■ No response

To what extent have your experiences as a Mesa College student...

Use technology to research information on a topic?

Developed your understanding of technology and technological applications?



ILO Graduation Survey Results



- Open-ended response: Most important things you learned at Mesa:
 - Communication skills (written and general communication)
 - Critical thinking skills
 - Time management skills
 - Study skills
 - Workforce preparation
 - Positive experiences with the college's faculty

ILO Graduation Survey Results



- Open-ended response: What could Mesa have done to improve your experience:
 - Not a thing! (Satisfied with experience)
 - Improved on-campus parking
 - Completion of construction projects
 - More accessible counseling and advising services
 - Consistent academic advising
 - Reinstatement of summer courses

What are the implications of the survey results?



- What would be an acceptable target?
 - Very much, somewhat, not much, not at all
 - What would be a good indicator?
- How do we go from the high-level to become actionable at the course and program-levels?
- What is the purpose of this survey in terms of practitioners?
- What are the implications of the open-ended responses?

Next steps



- ILO planning strategy? What components should be included?
 - Course level mapping?
 - ✦ Broader inclusion beyond GE for mapping? Or do ILOs address only a group of shared GE experiences?
 - Continuation and refinement of the survey?
 - Program level assessments?
 - ✦ What do these look like? Are they program-specific?

FEEDBACK TO LATF



- This presentation was delivered twice during Fall Convocation
- Feedback from the two groups indicated:
 - ✦ Initial question: What will ACCJC be looking for?
 - How deep will they dig in this?
 - ✦ Next question: How do we measure students once they leave?
 - ✦ Agreement with the Spring Convocation ILO assessment
 - more direct assessment of student learning, such as program level assessment
 - mapping was a good first step in multiple measures
 - ✦ They liked the timeline, but would like to see more detail within –our plan since Spring is to be able to link from a cell in the timeline to a more detailed description, so we are getting there

FEEDBACK TO LATF cont.



- Regarding the ILO Graduation Survey
 - Liked the idea of it, good participation -30%
 - In terms of analyzing outcomes, it was agreed that just four answer options (forced Likert scale) were not adequate to determine if the student had met the outcome
 - ✦ Suggested five so that we could see a gradation –how would you be able to say that 70% met or exceeded the goal, when there are just four quadrants in the current scale?
 - ✦ Did not like the term “somewhat” as the second highest descriptor
 - ✦ They felt that using the top two quadrants would be sufficient in this case to assess the SLO as met; they felt that students can underestimate their proficiency or level of learning
 - Example: Communication SLO

FEEDBACK TO LATF cont.



- Question arose on the actual SLOs and language of the questions the students were asked
 - Good question: To what extent have your experiences as a Mesa College student helped you see things from the perspective of others?
 - Unclear question: To what extent have your experiences as a Mesa College student developed your understanding of technology and technological applications?
- Because the questions must follow what is states in the ILOs, it was agreed that they need revision
- However, keep the overarching ILO (e.g., Communication) and modify the subtext to make it comprehensible to students and faculty alike

San Diego Community College Police Department

Silent Hold-Up and Panic Alarm Response

What is a Silent Alarm?

Silent alarms are not audible to the user, but they do immediately notify our dispatch center of your location. Hold-Up and panic alarms are silent alarms. These alarms do not provide any additional information to the dispatch center.

What is a Hold-Up Alarm?

Hold-Up alarms are placed in areas of the campus where money is exchanged and or stored. These alarms notify College Police Officers that a robbery is in progress.

What is a Panic Alarm?

Panic alarms are placed in offices or other areas to summon police assistance in situations where employees are being threatened and telephoning police is not possible.

How Should I Expect College Police to Respond When I Activate a Silent Alarm?

Law enforcement has a standardized response to silent alarms due to the potential hazards associated with these situations.

Upon receipt of a silent alarm, police officers will respond. Once police arrive they will not immediately enter the building but will request dispatch call back the alarm location. An employee will be asked to meet with officers outside the office or building. This procedure helps to ensure the safety of all concerned.

When Should I Activate a Silent Alarm?

- Robbery or demand notes for money
- If you or someone nearby is being threatened with serious injury and using a telephone is impractical.
- If you are being held against your will
- If you notice someone with a firearm and you cannot use the telephone

When Shouldn't I Activate a Silent Alarm?

- Medical emergencies
- Verbally disruptive persons
- Bomb threats (see bomb threat questionnaire)

**Use the Red Button on Your District Phone to Directly Contact College Police
Dispatch for All Other Calls for Service**

**For the Fastest Service, Call the College Police Dispatch Center and
Answer All Questions to the Best of Your Ability.**

619-388-6405

In a life threatening emergency call 9-1-1, then call college Police at 619-388-6405.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Female
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Male
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds:

- ☐ Animal Noises
- ☐ House Noises
- ☐ Kitchen Noises
- ☐ Street Noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Threat Language:

- ☐ Incoherent
- ☐ Message read
- ☐ Taped
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Other Information:



Homeland
Security