CAL POLY CAMPUS SAFETY: POLICY PROPOSAL

CRP 463: Senior Project Professional Practice

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Acknowledgments

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Executive Summary

PROJECT INTRO

As described in this project, the California Polytechnic State University, San Luis Obispo is in need of improving the campus's sense of safety and safety features. With an increasing student population and increasing dangers, the importance of safety for all is becoming evident. The COVID-19 pandemic has taught us that it is essential to have proper safety features and preventative measures in place to keep the student and faculty population safe. The project’s goal is to produce safety recommendations that could be used to amend the existing 2035 Campus Master Plan. Currently, safety is not a topic extensively covered in the Master Plan and lacks proper discussion. The project focuses on safety policies, goals, and objectives that would further promote public safety and general welfare.

PROJECT DESCRIPTION

This project looks into existing services and amenities that Cal Poly currently provides such as SAFER, University Police Department, Mustang Shuttle, PolyAlert, and many others. The project aims to produce recommendations on improving the current safety resources on campus. Existing safety services need to be updated and maintained to ensure proper service levels can be provided well into Cal Poly's future. In addition, the project recommends new safety measures and amenities to enhance campus safety by surveying students' attitudes toward existing safety services and amenities and examining relevant case studies. The intention is that the proposed safety policies would align with the goals set forth in the 2035 Campus Master Plan.
CAL POLY 2035 MASTER PLAN

The Cal Poly 2035 Campus Master Plan is a long-range planning document guiding the use and development of the university’s campus until 2035. The Master Plan goals help guide the future of Cal Poly in terms of an academic setting, the community, and the environment. The Master Plan currently lacks a discussion on safety goals and policies, and there are only a few considerations made on the topic.

The Campus Master Plan discusses a need for more late hours and increased late transportation services in order for transportation and safety to be more efficient. The plan also recommends creating more quiet, sheltered outdoor spaces as well as a need for more clear and safer pedestrian paths between housing and activities (Campus Master Plan, pg. 2-62). Another feature central to making the Cal Poly community feel safe and confident in navigating around campus is intuitive wayfinding. Educational and awareness programs that promote safety in all transportation modes need to be improved and better directed to target audiences (Campus Master Plan, pg. 3-6).

2018 PUBLIC SAFETY STRATEGIC PLAN

The Cal Poly Administration & Finance Department released an extensive document that looked over the public safety for the campus community. The 2018 Public Safety Strategic Plan details the vision for the campus to have “a vibrant Cal Poly community where every student, faculty and staff member is equipped to thrive” (“Public Safety”). The document discusses four strategic directions that list the efforts to advance public safety on campus. Under each direction, there is a list of goals and objectives that guides the campus to achieve a safer environment for students, faculty, staff, and visitors (“Public Safety”).

<table>
<thead>
<tr>
<th>Strategic Direction #1</th>
<th>Promote a campus culture of public safety</th>
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<tbody>
<tr>
<td>Goal(s)</td>
<td>1. Reduce crime and the fear of crime.</td>
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<tr>
<td>Objective(s)</td>
<td>1. Public Safety will partner with campus stakeholders to enhance the safety of the community.</td>
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<td>2. Public Safety will expand existing crime prevention and educational activities.</td>
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3. Cal Poly Police Department (CPPD) will expand liaison with San Luis Obispo Police Department and other county law enforcement partners to address off-campus crime concerns.

4. High visibility proactive patrols on bike, vehicle, and foot to undertake rigorous enforcement and education measures for safety violations.

5. All Public Safety Departments will assist in resource management and campus presence through trainings, aid, and community outreach.

6. Public Safety will increase marketing services available/provided to students, faculty, and community stakeholders including expanding communication strategies back to Public Safety.

7. Utilize crime mapping and other technology strategies to identify problem areas. Implement target-specific enforcement and educational strategies accordingly.

8. Expand Officer Liaison Program beyond residence halls.

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<tr>
<th>Goal(s)</th>
<th>2. Create a campus culture of preparedness and risk ownership.</th>
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<tr>
<td>Objective(s)</td>
<td>1. Public Safety will continue to provide both in-house trainings and outside opportunities for preparedness development and emergency understanding.</td>
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<td>2. Explore other venues to communicate Public Safety initiatives via CPC, ASI, and other third-party venues.</td>
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<td>3. Continue redesign of Public Safety webpages to market and link viewers to departments within Public Safety.</td>
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<td>4. Seek input from the campus community through community outreach.</td>
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forums, focus groups, and electronic media.
5. Continue to market Public Safety and its component departments as both a unified unit and specific departments.

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<tr>
<th>Strategic Direction #2</th>
<th>Promote organizational excellence.</th>
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<td><strong>Goal(s)</strong></td>
<td>1. Promote both personal and professional employee excellence.</td>
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| **Objective(s)**       | 1. Recruit and retain the best possible employees for the Public Safety unit.  
2. Emphasize recruitment processes that focus on a diverse applicant pool.  
3. Develop an internal onboarding process that ensures employees have a clear understanding of unit goals and expectations.  
4. Seek out opportunities to demonstrate best practices and receive recognition.  
5. Training opportunities will complement professional development and growth.  
6. Expand exposure to cross-training and special assignments.  
7. Facilitate personal and professional development planning for all Public Safety employees. |
| **Goal(s)**            | 2. Promote organizational excellence. |
| **Objective(s)**       | 1. Revise/update unit policy manual to reflect new Public Safety structure and strategic initiatives.  
2. Revise/update department business process guides to ensure continuity and improve transparency.  
3. Develop an annual internal unit survey to measure employee satisfaction.  
4. Utilize Lean tools to address and facilitate solutions and enhance business processes and improve working relationships. |
5. Identify, purchase, and utilize new technology effectively.
6. Promote a solution-oriented culture, focused on root cause analysis and corrective actions.
7. Work with campus partners to enhance business and service opportunities related to research, grants, and studies.

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<th>Goal(s)</th>
<th>3. Address short and long-term fiscal needs.</th>
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| Objective(s) | 1. Identify alternate revenue and funding sources for current and future programs and projects.  
2. Pursue grants to fund projects and programs.  
3. Identify new service solutions and revise service models for the campus to enhance business continuity and financial sustainability.  
4. Identify resource-sharing opportunities on and off-campus.  
5. Establish an appropriate annual fee assessment/increase business model. |

**Strategic Direction #3**

**Enhance innovation and technology.**

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<th>Goal(s)</th>
<th>1. Enhance innovation and technology.</th>
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| Objective(s) | 1. Enhance social media exposure and ability to provide information to the community.  
2. Ensure effective and efficient systems are utilized for crisis management/dispatch operations.  
3. Increase capabilities for delivering emergency messaging and timely warnings. |

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<thead>
<tr>
<th>Goal(s)</th>
<th>2. Enhance technology framework and support.</th>
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| Objective(s) | 1. Ensure department technology needs are in line with A&F and Cal Poly technology goals.  
2. Implement technology that |
improves customer services and promotes sustainable business practices, employee effectiveness, and safety.

3. Keep current with industry trends to ensure technology implementation can fulfill campus and customer needs and goals.

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<th>Strategic Direction #4</th>
<th>Foster relationships</th>
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<td>Goal(s)</td>
<td>1. Strengthen relationships on campus.</td>
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| Objective(s)           | 1. Increase on-campus partnerships and programs within all divisions.  
2. Identify and engage with key students, faculty, and staff stakeholders and leaders.  
3. Increase and strengthen communication and information flow to and from the campus community.  
4. Engage in cross-divisional committees, task forces, and advisory committees. |
| Goal(s)                | 2. Strengthen relationships off-campus. |
| Objective(s)           | 1. Continue to collaborate with other county agencies to share resources (special events, training, etc.).  
2. Increase shared situational awareness with local and operational area partners.  
3. Identify and strengthen partnerships with key community leaders to enhance off-campus education and outreach efforts.  
4. Include local and county partners in in-house trainings. |
In winter 2020, Cal Poly disseminated a campus-wide survey about gender and power-based violence. This survey provided a wide range of data such as sexual assault prevalence, reporting sexual assault, stalking and unwanted pursuit, partner violence as well as a list of recommendations to combat sexual misconduct and violence at Cal Poly.

There were 2,451 students who responded to the survey out of the 20,167 students who were invited to participate, meaning that there was a 12% response rate. Twenty-eight percent reported experiencing at least one incident of sexual assault while being a Cal Poly student, and 82% knew their perpetrator. Most students (90%) did not report incidents to any Cal Poly staff or faculty. Of the 10% who reported, most students (60%) went to a SAFER advocate, 43% reported to Counseling Services, 30% filed a complaint to Title IX, 28% went to a residential life staff, 25% filed an incident to Cal Poly Police, 20% went to a faculty member, and 16% found help at other sources. Some reasons why participants did not report a sexual assault incident is because they felt like it would not help or would not be believed in, did not want to harm the perpetrator’s reputation, or did not know where to report it.

Additionally, 18% of participants experienced stalking such as being persistently followed, harassed, or pursued by someone in an unwanted manner while on campus. However, most respondents who were being stalked (68%) did not believe that they were being stalked or in a way that is considered to be stalked. According to the campus survey, incidents that occurred while being stalked include making respondents fear for their own safety or the safety of their family, friends, pets, or property, were threatened verbally or through actions, or were physically assaulted.

Another form of sexual misconduct and assault that the campus survey focused on was partner violence. Some psychological attacks that occurred while being dating, cohabiting, or in marital relationships that respondents have experienced are being insulted, sworn at, yelled at, or done something that deliberately hurt them. Some forms of physical assault that respondents have indicated in the campus survey are being grabbed, pushed/shoved, twisting their arm, or grabbing their hair.

While most participants believe that sexual assault on campus remains a prevalent issue at Cal Poly, 57% indicated that they should learn about sexual violence. However, only 17% of respondents are involved in programs that are committed to ending gender and power-based violence on Cal Poly’s campus. Additionally, the survey found that most participants were highly confident in preventing sexual violence such as asking a friend if they needed to be walked home from a party, expressing discomfort if someone says that rape victims are to be blamed, and getting help and resources for a friend who tells them that they have been raped.
In an effort to end gender and power-based violence and support those who are victims, Cal Poly plans to fund more Safer advocates, create programs such as bystander inventions campaigns to get students involved, and train faculty and staff about trauma-informed care.

**Civil Rights and Compliance Office**

The Civil Rights and Compliance Office oversees Cal Poly's compliance with federal, state, and the CSU system policies and procedures regarding discrimination, harassment, sexual misconduct, sexual exploitation, dating violence, domestic violence, stalking, retaliation, whistleblower protection, conflict of interest, and The Clery Act (Cal Poly San Luis Obispo, n.d.).

To file a report with the Civil Rights and Compliance Office, people are directed to call the office at (805)756-6770 or email crco@calpoly.edu. People must also provide information like the name of the report and contact information, name of the victim/complaining party and contact information, date of the incident (if known), location of the incident (if known), name of perpetrator/offending party (if known), allegations, and summary of the incident as well as submitting a complaint form. Reports will be addressed by a Civil Rights and Compliance Office staff member within 72 hours of the submission of a complaint (Cal Poly San Luis Obispo, n.d.). Information submitted to the Civil Rights and Compliance Office will only be shared with other Cal Poly employees and law enforcement on a “need to know” basis. Confidentiality is not guaranteed, but Cal Poly will respect requests for confidentiality (Cal Poly San Luis Obispo, n.d.).
Existing Services

Cal Poly University Police Department

The Cal Poly University Police Department (CPPD) protects and serves the University and surrounding area by enforcing all state, federal, and university laws. UPD’s mission is to promote a safe and secure learning environment for students. The department has 22 sworn police officers and nine civilian employees.

The Cal Poly Police Department is located in Building 36 and provides service to the campus 7 days a week, 24 hours a day. CPPD can be contacted through different phone numbers depending on the severity of the emergency. The numbers listed on the Campus Safety Plan are included below:

- Emergency: 9-1-1
- Non-Emergency: Call or text 805-431-0483
- Dispatch Center: 805-756-2281

Another method to get in contact with CPPD is through the Emergency Blue Light Call Stations that are located all over campus. There are more than 100 blue light phones which is essentially a 9-1-1 button-activated tower that places the caller in contact with the CPPD dispatch center. A map detailing the location of all the emergency blue light phones within campus property can be seen in Figure #1 on the following page.
Police Bicycle Patrol

UPD is extended by its University Bicycle Patrol which allows for police to have greater mobility around campus through the use of bikes rather than cars so that they can respond to emergencies faster. Bikes enable police to easily maneuver through trails, side yards, and alleys especially for pursuing suspects who are on foot.

Mustang Patrol

The Mustang Patrol service accompanies students on their walk through various on-campus locations including parked vehicles on campus lots. Students can request for the service through a phone call at (805)756-2281 (Cal Poly San Luis Obispo, n.d.). The hours of operation are 7 p.m. to 11 p.m. from Sunday through Thursday and 8 p.m. to 2 a.m. Fridays and Saturdays. Additionally, Mustang Patrol ensures that doors, especially at residence halls, are closed or locked and are responsible for confronting suspicious individuals to ensure the safety of students (Cal Poly San Luis Obispo, n.d.).
Rave Guardian Safety App

The Rave Guardian safety app is a free app available at the Apple Store or Google Play for students and employees who reside on the Cal Poly campus and have a means to increase their safety while on campus (Cal Poly San Luis Obispo, n.d.). One feature of the app is a safety timer which allows users to set designated times for departures and times. UPD will be notified of users’ locations if users do not arrive at their designated time and do not deactivate the timer. Another feature of the Rave Guardian app allows people to confidential or anonymously text UPD to request for the Mustang Patrol, report suspicious activity, or send tips (Cal Poly San Luis Obispo, n.d.). The last feature of the app is an emergency call button for users to have a quick way to reach 911 or UPD. In addition to these features, Rave Guardian works off-campus and connects people to an off-campus law enforcement authority (Cal Poly San Luis Obispo, n.d.).
Emergency Blue Light Phones

In the event of an emergency, Cal Poly students and faculty can use the emergency blue light phones to call for police, fire, or medical services. By pressing the button next to the word “EMERGENCY,” one will be automatically connected to a university police dispatcher who will be notified of the person’s exact location and send help (figure #). The emergency phones are located in high traffic areas throughout campus such as campus walkways, parking lots, and residence halls. These phone towers have blue lights attached at the top and are automatically lit after dark and flash when in use to draw attention.
Property Registration

A courtesy Bicycle and Property registration program is provided through the Cal Poly Police Department. Through it, the university police maintains a personal property registration database. Employees and students are able to and are encouraged to register any valuable belongings they leave or bring to campus. Items that could be registered need a serial number, which includes bicycles, laptops, tablets, cellphones, etc. This service is provided free of charge.

Mustang Shuttle

Students, staff, and faculty can get a ride across the Cal Poly campus in the evening through Mustang Shuttle, a free convenience shuttle service that replaced its previous escort van. This service was provided for the campus through a partnership between Transportations and Parking Services (TAPS) and SLO Safe Ride. The shuttle runs all seven days of the week, and it makes a loop throughout campus every ten minutes and makes seven stops each time between the hours of 7:00 pm to midnight. Between the hours of 9:00-10:00 pm, the shuttle makes the campus loop every twenty minutes. The stops include Kennedy Library, Foxen (drop-off only) and Aliso (pickup and drop-off) in Poly Canyon Village, San Luis (pickup and drop-off) and Islay (drop-off only) in Cerro Vista, the University Union (pickup and drop-off), and the Performing Arts Center (pickup and drop-off). The routes are covered by two different shuttles that operate at separate ten-minute intervals. Mustang Shuttle is also ADA-compliant. The shuttle does not operate on academic holidays or during academic breaks.
PolyAlert Campus Emergency Notification System

Cal Poly’s Emergency Notification System, or PolyAlert, is the main communication tool used to provide critical emergency information in the form of notifications and updates with the purpose of ensuring the safety of the Cal Poly community. PolyAlert sends emergency notifications to the campus population through SMS text, email, and voice. Cal Poly email addresses are automatically enrolled in the PolyAlert system upon creation. Members of the Cal Poly community with access to a Cal Poly Portal account are highly encouraged to also register their cell phone numbers for emergency text message alerts as this will allow community members to instantly be updated about any emergency information. Up to two phone numbers may be registered by Cal Poly students, faculty, staff, and auxiliary employees with the PolyAlert system. Typical alerts delivered through this emergency notification system include warnings of emergency instructions, potential hazards, evacuation orders, and other similar messages. Cal Poly partners and members of the San Luis Obispo community can also request to enroll their personal phones for PolyAlert.
SAFER

Cal Poly Safer is a confidential resource that services the entirety of the campus community on sexual assault, intimate partner violence, domestic violence, stalking, sexual exploitation, and harassment (“Home - Safer”). Safer is located in the Campus Health and Wellbeing in Building 27. The mission of this resource is to foster a campus community that is, “free from all forms of gender and power-based violence and the societal factors perpetuating that violence, and one where comprehensive support is readily available for those impacted” (“What is Safer”). Safer is open to people of all identities and is committed to ensuring its resources are inclusive and accessible. Here, the campus community can have access to a variety of services which includes crisis intervention, accompaniments, referrals, and more.

Figure #6: Cal Poly Safer. “Alcohol is not a tool to get sex.” (Home - Safer, n.d.)

Safeguards for Facilities

A key or combination/push-button lock in order to gain access inside campus facilities. Residence halls are restricted to only hall residents and guests. Any person without a lawful purpose may be removed from campus per California Penal Code Section 626.6. Regular inspections and surveys of campus outdoor lighting, shrubbery, and walkways are conducted.

Incoming students and their parents are required to participate in mandatory orientation activities before students begin classes at Cal Poly. Additionally, the Cal Poly Police Department, University Housing, Student Affairs, and Safer provide presentations regarding the safety amenities and practices on campus.
SURVEY INTRODUCTION

A google form survey was created as part of this project for the purposes of gathering data from the general Cal Poly campus population and evaluating the implications that participant responses had on safety on campus. The survey was divided into four different sections: identification questions, questions regarding awareness and effectiveness of existing services, questions regarding perceptions of safety on campus, and questions regarding safety improvements.

The goal of the survey was to better understand what issues, concerns, and views students and faculty had about safety operations, services, and resources offered at Cal Poly. The survey would allow the campus population to voice the changes and areas of improvement that they deemed necessary for improving campus safety. The responses gathered would be used as guidance and supporting evidence for the safety policies proposed in this document.

IMPLEMENTATION METHOD

This survey was conducted by Karen La, Alan Cazares, and Junhyun Kim who are fourth-year undergraduate City and Regional Planning students. Keith John Woodcock, professor in the Department of City and Regional Planning, oversaw this research.

The purpose of this study is to gather insight from members of the Cal Poly campus community regarding their perceptions and concerns with campus safety as well as gather input as to the desired changes to Cal Poly’s safety aspects. The potential benefits of this study include improving safety features on campus, safety resources, safety services, and awareness of such programs. The survey was conducted via a Google form. In total, there were 34 questions that were expected to take approximately 10 minutes to complete.

The Cal Poly campus community is defined as those who have an affiliation to the university and is affected by the physical safety on campus. This entailed students, staff, and faculty members. Upon examination of the survey results, only Cal Poly students responded to the survey.

The reach of our survey was very limited due to the nature of the CRP 463 course. There were only 10 weeks in this quarter for our team to collect data. Over the course of
the first couple of weeks, our team created a list of questions we wanted to ask students regarding the existing services provided on campus, their perceptions of Safety on Campus, and an open forum where the respondents could write in improvements they would like to see to the overall physical safety on-campus.

The survey was sent out for data collection on May 11th and closed on May 23rd. The survey accumulated 50 responses over the span of three weeks. The survey was shared with our cohort through various modes of communication. The survey was shared through messaging apps such as GroupMe, Discord, Messenger, and text. With the limited time constraint, each member of our group shared the survey with our close colleagues.

**FINDINGS**

**Demographics Questions**

1. **What is your current academic standing?**

   Of the 50 respondents, 36% are first-year Cal Poly students, 6% are second-year students, 12% are third-year students, 42% are fourth-year students, 4% are 5th-year students, and no respondents are graduate students or faculty and staff.

2. **How do you identify?**

   42% of survey respondents identify as female, and 58% identify as males. No respondents identified as non-binary or transgender.

3. **What is your sexual orientation?**

   The majority of survey participants (74%) identified as heterosexual, 14% identified as bisexual, and 4% identified as gay or lesbian and asexual. 4% of respondents preferred not to state. No respondents identified as queer.

4. **What race/ethnicity are you?**

   46% of respondents identify as Hispanic/Latinx, 30% identify as Asian, 12% identify as white, 10% identify as two or more races, and 2% identify as black/African American.

5. **Do you live on or off-campus?**

   27 respondents live on-campus and 23 respondents live off-campus.

6. **What mode of transportation do you usually use to arrive to or depart from...**
52% of participants walk, 22% use SLO Transit or use a personal vehicle, and 4% bike to and from the Cal Poly campus.

**Existing Services**

1. **How effective do you think the existing services are? (1 being not effective and 5 being the most effective)**

12 respondents rated the Mustang Patrol service as a 1. 9 rated it as a 2, 23 rated the service as a 3, 4 rated it as a 4, and 2 rated the service as a 5. On average, the Mustang Patrol is rated as 2.5.

1 respondent rated the Mustang Patrol as a 1. 3 participants rated the Mustang Shuttle as a 2, 14 rated it as a 3, 4 rated it as a 17, and 11 rated it as a 5. The Mustang Shuttle has an average rating of 3.52.

9 survey participants rated the emergency as a 1, 11 rated the service as a 2, 15 rated it as a 3, 13 rated it as a 4, and 2 rated it as a 5. The emergency blue light phones have an average rating of 2.76.

13 respondents rated the Rave Guardian Safety App as a 1, 12 rated the service as a 2, 21 rated it as a 3, 3 rated it as a 4, and 1 rated it as a 5. The average rating for the safety app is 2.34.

2. **Which of the following statements is the most applicable to you regarding the Mustang Patrol?**

54% of survey participants are not aware of the Mustang Patrol and thus do not use it. 46% are aware of the service but do not use it. This means that 100% of respondents do not use the Mustang Patrol service. No respondent indicated that they are aware of and use the Mustang Patrol service.

3. **Which of the following statements is the most applicable to you regarding the escort van service, Mustang Shuttle, on campus?**

68% of participants are aware of the Mustang Shuttle but do not use the service. 26% are aware of the escort van and use it. 6% are not aware of the service and thus do not use it.

4. **Which of the following statements is the most applicable to you regarding the emergency blue light phones?**
A majority of respondents (96%) are aware of the emergency blue light phones but do not use them. 2% indicated that they are not aware and thus do not use them. 2% of respondents are aware of and use the service.

5. Which of the following statements is the most applicable to you regarding Cal Poly’s safety app, Rave Guardian?

78% of respondents are not aware of Rave Guardian and thus do not use it. 22% are aware of the safety app but do not use it. No respondents are aware of the app and use it.

Perceptions of Safety on Campus

1. Rate your feeling of safety on campus during the following scenarios: 1 (Not very Safe) to 5 (Very Safe).

Daytime Weekday

3 of the respondents responded 3 (neutral) to the Daytime weekday. 12 of the respondents responded 4 (safe), and 35 responded with a 5 (very safe).

Daytime Weekend

4 of the respondents responded 3 (neutral) to the Daytime weekend. 19 of the respondents responded (safe), and 27 responded with a 5 (very safe).

Nighttime Weekday

2 of the respondents responded 1 (not very safe). 6 of the respondents responded 2 (not safe), 16 responded 3 (neutral), 18 responded 4 (safe), and 8 responded with 5 (very safe).

Nighttime Weekend

4 of the respondents responded 1 (not very safe). 7 of the respondents responded with 2 (not safe), 19 responded 3 (neutral), 11 responded 4 (safe), and 9 responded with 5 (very safe).

2. How much would you agree with the following question: Cal Poly is attentive to campus safety issues.

Of the responses, 20 (40%) responded agree and another 20 (40%) responded neutral. 8 (16%) responded disagree, and one responded each to strongly disagree and strongly agree.
3. How much would you agree with the following question: I pay attention to safety alerts sent by Cal Poly?

Of the responses, 23 (46%) responded agree, 10 (20%) strongly agree, 8 (16%) disagree, 7 (14%) neutral, and 2 (4%) responded strongly disagree.

4. How much would you agree with the following question: I know which campus service to contact in an event of an emergency/safety concern?

Of the responses, 21 (42%) responded disagree, 16 (32%) responded agree, 9 (18%) responded neutral, 2 (4%) responded strongly disagree, and 2 (4%) responded strongly agree.

5. How much would you agree with the following question: I know I can access Campus Safety resources and services if the need arises?

Of the responses, 25 (50%) responded agree, 18 (36%) responded neutral, 4 (8%) responded disagree, 3 (6%) responded strongly agree.

6. How much would you agree with the following question: I know I can rely on Campus Safety resources and services if the need arises?

Of the responses, 21 (41%) responded neutral, 18 (36%) responded agree, 6 (12%) responded disagree, 3 (6%) responded strongly disagree, and 2 (4%) responded strongly agree.

7. How much would you agree with the following question: Safety concern increases as students get further from the campus core?

Of the responses, 25 (50%) responded agree, 14 (28%) responded strongly agree, 5 (10%) responded disagree, and 6 (12%) responded neutral.

8. Which areas of campus do you feel the safest in?

41 (82%) of the respondents choose the University Union to be the safest area of campus. Kennedy Library was seconded with 32 (64%) of respondents choosing this area to be safe. The Recreation Center, Baker Center, Dexter, and Vista Grande Dining area were also chosen by the respondents as one of the safer areas on campus.

9. Which areas of campus do you feel are the least safest in?

19 (38%) of the respondents selected the sports fields area to be one of the least safest areas on campus. This was followed up in a two way tie between the Poly Canyon Village and North Campus Area with 13 (26%) responses to both.
10. Which parking lots, if any, do you feel the least safe in?

The majority of the respondents indicated that the parking lots felt safe. 24 (48%) to be exact responded to the N/A option. H14 Lot which is located on the northernmost part of the campus had the second most votes with 13 (26%) responses.

Improvements

1. What makes you feel unsafe while being on campus? Select all that apply

According to the survey results, a major concern to campus safety is a lack of lighting. The grand majority of respondents, 78%, indicated poor lighting as a deterrent to campus safety in this question. Based on these results, a reasonable proposal would be to increase street lighting on campus and ensure proper maintenance and regular inspection of such lighting is conducted. The next biggest contributor to the feeling of insecurity on campus is being in areas of campus that are unfamiliar to the individual. 54% of respondents indicated that they feel unsafe when they are in parts of campus that are foreign to them. A reasonable solution to this would be improving wayfinding and signage to provide more knowledge of space and mobility within different areas of campus. Improved lighting in enclosed pathways and pedestrian spaces within the different colleges should also be proposed. One-fourth to one-third of respondents also noted traffic, degraded sidewalks/pavements, and a lack of clear paths to classrooms as other deterrents to campus safety.

2. What types of amenities do you believe are needed to increase safety on campus? Select all that apply

In accordance with survey responses, it is evident that an increased amount of lighting is needed on the Cal Poly campus in order to increase safety for the campus population. 88% of the participants indicated a need for more lighting, which was the response with the most votes. The second most selected response was the need for more paved paths. Nearly half of the survey respondents indicated paved paths as a needed amenity, which aligns with the previous question responses where participants indicated degraded pavements and a lack of clear pathways around campus as a safety concern. At least one-third of participants indicated more frequent Mustang Shuttle routes, free self-defense courses, increased campus video surveillance, and an increase in safety escorts as needed improvements for bolstering campus safety. At least one-fourth of participants indicated intruder detection, placement of security access telephones at building entrances, and more emergency call boxes as additionally needed safety improvements.
3. If any, which UPD services would you like to see more of? Select all that apply

Nearly half of the survey respondents indicated that they desire an increase in foot patrols from UPD during nighttime hours. This would especially be a helpful change during the weekend nights, which is when responses indicated an increase in feelings of unsafety. 38% of survey respondents then indicated a desire for increases in bicycle patrols on-campus from UPD. An increased presence from officers on foot or on bicycles during nighttime could help provide an improved sense of safety as well as discourage harmful activity. One-fourth of the participants responded that no changes or improvements to the existing UPD services are desired. This response may indicate belief from the respondents that current services are sufficient and/or that current UPD services are inefficient and therefore should not be increased.

Open-ended Questions

Please note that open-ended questions were not required to be answered

1. What is a major issue you have with Cal Poly’s current Campus Safety operations, if any?

Fifteen of the 50 survey respondents did provide their personal opinions regarding what they perceive as campus safety issues. One-third of these responses were related to sexual assault violence on campus, particularly the lack of adequate prevention and adequate response from campus authorities. Outreach and awareness for services and resources related to sexual assault violence and harassment should be increased. Preventative measures may also need to be increased. One-third of responses pointed to the lack of education and outreach regarding available safety services and resources. Students mentioned not being aware of contact information and the availability of helpful campus safety operations. If existing services are not efficiently advertised to students, then students may not know what to do or who to contact in certain emergency/safety situations. The next most noted response was inadequate campus lighting, which again highlights the need for more lighting on campus.

2. What changes would you make to the existing safety operations on-campus?

Sixteen out of the 50 survey respondents did provide a response on what campus safety changes they individually desire on-campus. An increase in lighting both on-campus and surrounding campus was a favorable response. One-fourth of the responses were related to improving the advertisement and outreach of safety services and resources. Social media and on-campus postings were mentioned as communicative methods for improving campus knowledge of safety operations and important contact info. Overall,
increased outreach of campus safety services could be beneficial. Several participants mentioned a desire for more security presence.

3. Is there anything else regarding campus safety that you would like to add?

This question from the survey produced five written responses from participants. One respondent noted recognition of valuable services for campus safety but a lack of information on who to contact and when. Another respondent mentioned a lack of proper security on campus. Two respondents mentioned a lack of proper help for victims from Cal Poly, with more focus being placed on upholding the school’s reputation.
TEMPLE UNIVERSITY

Temple University is a public state research university located in Philadelphia, Pennsylvania. Recently, the university conducted a Campus Safety Survey in joint partnership with the Temple Student Government and Campus Safety Services. The survey was administered to 31,734 undergraduate students, graduate students, and professional students (“Temple Student Government releases”). In total, 5,313 students responded to the survey with an overall response rate of 16.7%. From this survey, 81% of respondents living in on-campus residence halls felt safe in their area of residence. However, 56% of respondents living in private housing on or near campus responded feeling safe in their area of the primary residence. The university noticed a pattern in the concern for safety increases as students get further away from the center of campus and campus buildings (“Temple Student Government releases”).

Temple University has struggled with concern with violence and shooting in the Northern Philadelphia neighborhood. There have been multiple cases near campus that intensified safety concerns for students. One shooting incident took place on the corner of North Broad Street and Cecil B. Moore Avenue and resulted in two teenage girls being shot on campus (“As near-campus shootings continue”). The campus has been on high alert ever since the death of Samuel Collington from a shooting that took place on campus in the middle of the day (“As near-campus shootings continue”). In response to the recent shootings and the Campus Safety Survey, Temple University has taken steps to address the safety concern on campus.

Temple University has promised to increase security around the campus. These promises include the following: more city police patrols nearby student residential areas, boost the campus police force by 50%, upgrade safety amenities, increase the availability of shuttle service, hire former Philadelphia Police Commissioner Charles Ramsey to conduct campus safety audits, and increase the number of university police officers (“As near-campus shootings continue”).

Temple University officials recognized that adding more police to the streets is not the only solution. In fact, Temple University Police passed Broad Street and Cecil B. Moore Avenue ninety seconds prior to the shooting incident on-campus (“Temple University to provide”). A program Cal Poly could possibly adopt from Temple University is their security upgrade grant program. Through this grant program, landlords of
private residences located within the campus patrol zone could install lighting and/or cameras on their property. The security upgrade program would fund these installations for up to $2,500 in grants (“Temple University announces”). Essentially, the program will be able to reimburse all landlords with proof of installation. Ken Kaiser, the Chief Operating Officer of Temple University stated, “For Temple’s part, we are considering all options to protect the safety of our students, faculty, staff, and neighbors in North Philadelphia. We have to be willing to continually think outside the box, and that is what we have done here with this grant program.” The collaboration with the campus and landlord can help foster a working relationship within the neighborhood and help address safety concerns.

In addition to the grant program, Temple University was able to increase overall safety through a variety of services. University Housing and Residential Life made housing available in their residence halls for students that preferred to relocate to campus for safety concerns (“Temple University announces”). Furthermore, Temple University is adding more on-campus TUPD officers to join the team. Of the 113 applicants, only 12 officers were selected after intensive background checks and reviews. The university also collaborated with neighborhood groups around the campus to establish a neighborhood watch program (“Temple University announces”). Through this program, public safety ambassadors would regularly patrol the neighborhood in and around campus.

Temple University also uses technology to monitor and alert the campus body of potential threats. The communication center that is located on the campus has more than 1,000 cameras positioned around the campus (“Temple University announces”). Security staff monitors the campus using the cameras on a 24/7 basis. Recently, Temple University launched their own RAVE Temple Guardian mobile app. RAVE Temple Guardian is a safe mobile app that allows students, faculty, and staff to connect directly with TUPD. On the app, users can utilize an optional feature that can monitor their trips to and from class. In case of an emergency, the app will send a notification to TUPD and have an officer arrive on the scene. Another safety feature the university utilizes is TU alerts which are used to communicate information that requires immediate action. Temple University community members with the temple.edu domain would receive TU alerts through their emails when there is a threat to public safety (“Temple University announces”).

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Figure #7 - “Temple President Jason Wingard and Executive Director of Public Safety Charlie Leone met with Philadelphia Mayor Jim Kenny and Police Commissioner Danielle Outlaw to discuss safety concerns.” by Joseph V. Labolito

Temple University actively engages with the city to identify the best strategies to keep the campus body safe. The university’s president, Jason Wingard, met with the Philadelphia Mayor Jim Kenny and Philadelphia Police Commissioner Danielle Outlaw in March (“Temple University announces”). In their meeting, they discussed safety solutions for campus and strategies to address the crisis on gun violence. Executive Director of Public Safety, Charlie Leone, regularly meets with area landlords. Leone identified practices all landlords follow that would ensure safety for students and those around the campus. Furthermore, he encourages landlords to pursue the security upgrade grant program.

GATEWAY COMMUNITY COLLEGE

Gateway Community College is a public university located in Connecticut. Upon review of this college’s safety features and mechanisms, it is clear that a safety website similar to this university’s Safety and Security website could be beneficial for the Cal Poly campus. Apart from regularly updated safety tips, the university regularly updates its emergency contact numbers, campus police info, safety procedures, and new campus safety policies (Gateway Community College, n.d.). The website is simple, easy to use, and
includes the most pertinent information regarding campus safety and emergencies. Also available on the Gateway website is access to the university’s Emergency Guidebook, which contains every bit of information the campus population should be aware of in terms of general safety, evacuation procedures, power outages, medical emergencies, situational emergencies, suspicious activity, and lock-down procedures (Gateway Community College, n.d.). The website also includes information regarding all the criminal offenses that have occurred on both campuses that Gateway Community College has.

WHITTIER COLLEGE

Whittier College is a four-year private Liberal Arts college located in Whittier, California. The university is committed to a safe and secure campus environment for all members of the campus population. Whittier College has a Department of Campus Safety, whose mission is to ensure the well-being and safety of all students and employees on the Whittier College campus (Whittier College, n.d.). Apart from a wide variety of student safety and campus safety policies, the university provides both its student and employee population with special services and programs that promote safety and security on-campus. Campus Safety is responsible for programs in emergency management, the Emergency Response Team, the Environmental Health & Safety Committee, security technology, and physical security (Whittier College, n.d.). The Department also conducts assessments of threats and management of special events.

Whittier College boasts an array of security awareness and crime prevention programs. Such programs include a Campus Safety-sponsored theft prevention program, date rape and sexual assault programs, a program for engraving and identifying valuables, and personal safety discussions with Campus Safety (Whittier College, n.d.). Alcohol and drug education programs are also offered throughout the year, including support from in-service resident advisors. Additionally, there is a monthly report of safety incidents published on campus. Within residence halls, the Assistant Director of Campus Safety personally inspects each residence hall thoroughly for health and safety purposes (Whittier College, n.d.). Maintenance personnel daily respond to and follow up on safety concerns. Campus patrols thoroughly inspect all campus lighting each month.

Fire safety training is also available to all Whittier College students, which covers fire prevention, hands-on fire extinguisher training, life safety systems, current trends and national statistics of fires and causes on college campuses, and building evacuations and emergency preparedness (Whittier College, n.d.). Women’s self-defense courses are also held at the university, one of which is a 1-unit rape awareness defense (R.A.D.)
course. The course provides students with information, tactics, and considerations that are useful for various types of abductive encounters perpetrated against women. Additionally, there is an Environmental Health and Safety Committee that meets monthly to ensure safety policies, safety programs, and emergency preparedness plans are up to date and operating effectively (Whittier College, n.d.). An additional practice held by the university is daily campus safety tours. These tours are conducted by the Department of Campus Safety and housing services in order to identify potential safety hazards, and the tours are conducted in a range of shifts. Campus Safety officers patrol the campus 24/7 as well as perform various safety and security functions on campus property (Whittier College, n.d.). Many of the officers who patrol campus are also trained in mental health training.

Whittier also boasts a campus-wide emergency alert system called Everbridge. It is a communications system that shares important information regarding situations that affect campus safety through emails, text messages, and phone calls. Campus Safety also manages video monitoring and intrusion alarms throughout campus (Whittier College, n.d.). The campus also changed many doors and locking systems throughout campus to card-swipe only so that less time is spent replacing and managing keys, and more time can be spent on patrolling and protecting the campus.

UNIVERSITY OF HOUSTON-VICTORIA

Located in Victoria, Texas, the University of Houston-Victoria (UHV), released the On-campus Safety Plan and the Residential Safety Plan to provide students with tips and suggestions to keep themselves safe. These types of plans and security measures are examples that Cal Poly can model and implement after. For example, the On-campus Safety Plan suggests for students to make a list of campus locations that make them unsafe. Students can do this by evaluating safety concerns of buildings such as knowing if there is more than one entrance, whether or not a building requires access cards, a reception desk to get help, and noting the presence of staff, officers, or cameras.

The On-campus Safety Plan also provides tips for safe commuting such as sharing a safe word to message friends in an event of an emergency while walking alone or using public transportation and rideshares (taxis, Uber, or Lyft). If using a personal vehicle, the On-campus Safety Plan recommends changing parking lots every so often, parking in well-lit or monitored areas, and checking back windows and backseats to ensure that no one has broken in while gone. UHV also has its own shuttle service which is similar to the Mustang Shuttle at Cal Poly. While Mustang Shuttle comes every 20 minutes, students can find specific arrival and departure times on the UHV Student Services website (figure
The UHV Shuttle Service is served by four lines and transports students, staff, and faculty to residence halls and academic buildings. The Jaguar Village Line takes riders from Jaguar Hall to the University Center building, and the Northwest Line goes from the University Center and Northwest Center. The UHV Shuttle Service also takes students to various locations such as shopping and recreation areas within the community. Students can use the Red Line to go to the YMCA or use the Gold Line to go to Walmart with both shuttles departing from Jaguar Hall (figure #8). Additionally, students can request for special services outside of normal operations hours for a fee of $1 per mile traveled or $12 per hour of service.

![SHUTTLE SERVICES](image)

**Figure #8: UHV shuttle service Gold Line’s schedule (Source from UHV, n.d.)**

The Residential Safety Plan reminds students that they can request for campus police to do a security check of their rooms, and UHV’s campus housing has services to update their locks or relocate students to other housing areas. UHV also recommends students to pack a bag with important items in an event where students need to leave quickly. Items include a form of identification, social security, financial information, list of emergency contacts medications, change of clothes, and many others.

**BINGHAMTON UNIVERSITY**

The university’s residence halls have a campus watch program that operates similar to community “neighborhood watch” programs. The university’s police department offers self-defense training year-round to the student population.
One such course is the rape aggression defense course which is offered as a women’s self-defense course. Other self-defense courses include courses in basic physical self-defense, advanced physical self-defense, keychain defense options, and aerosol defense options. Another self-defense option offered on campus is the Pink Gloves Boxing courses for women, which are offered through the campus’ Specialty Wellness courses. Transportation and Parking Services at Binghamton University offer the Safe Ride program, which provides a safe transportation escort for people who feel uncomfortable walking home at night, from 9:00 pm to 3:00 am seven days a week (Binghamton University, n.d.). Individuals can request this point-to-point escort service at any time by calling a designated number.

Another practice on campus that contributes to a safe campus at Binghamton is the Gate Guard. All gate entrances to the campus, with the exception of the main entrance, are closed to vehicular traffic from midnight to 6:00 am, and any vehicles trying to enter the university during these hours must show a valid parking permit or university identification card to UPD (Binghamton University, n.d.). The university even has an award-winning student volunteer ambulance service on campus known as Harpur’s Ferry (Binghamton University, n.d.). They are recognized as a collegiate Emergency Medical Services agency providing medical assistance and ambulance transportation for emergencies. These volunteer emergency medical technicians and medics work 24 hours, 7 days a week, year-round.

CLAREMONT COLLEGE

The Campus Safety Department of the Claremont Colleges is dedicated to protecting the property of and people making up the students, faculty, staff, and visitors of The Claremont Colleges in Claremont, California. An Alert Bulletins website was created to keep the communities of the seven Claremont Colleges informed of all safety situations occurring within the college properties and to raise safety awareness. The website keeps all Alert Bulletins that have been sent out to the multiple campuses in the last twelve months (The Claremont Community Colleges, n.d.).

At the Claremont Colleges, routine inspections and surveys are conducted of all the campus walkways, nooks, indoor/outdoor lighting, shrubbery, and landscaping (The Claremont Community Colleges, n.d.). Each of the colleges actively participates in crime prevention through environmental design concepts that help make campus areas safer. The college collective recently established an emergency medical technician position throughout all seven colleges which consists of highly trained students that respond to emergencies, provide rapid medical assessment, and care for reported injuries and
illnesses. The seven colleges of the Claremont Colleges also have a Care Guide readily available online for all members of the population. It is a unified guide that contains all essential information regarding campus safety resources for students, campus resources for staff/faculty, crisis lines, information on what to do in situations of distress and emergencies, information on how to report such incidents, and information on how to recognize different medical and safety risk factors (The Claremont Community Colleges, n.d.).

TAKEAWAYS

**Temple University**

Similar to Temple University, it appears that Cal Poly and the City of San Luis Obispo lack sufficient lighting. This has been an ongoing issue in the community for some time. Cal Poly can create a similar grant program as Temple University. There are many private homes around the campus area that are in need of sufficient lighting. If Cal Poly pursues this idea they could work with local landlords to improve security for students and even tenants who live in the private properties.

**Gateway Community College**

Although Cal Poly currently has a public safety website, much of the important information regarding safety requires multiple clicking of links and unnecessary browsing. In emergency events, the campus population may not be afforded the time to surf through all those links looking for the information that is needed. An improvement that could be made to the website is consolidating all the pertinent emergency contact numbers, not just UPD’s, and the contact and location information for important university offices and departments. Currently, the main website has a central focus on UPD, but some helpful changes would be including daily-updated safety tips in accordance with current campus happenings, information regarding important safety procedures and safety policies that students should be aware of the most. For example, Cal Poly’s Public Safety website has no mention of Covid-19 policies nor does it include any updates on safety policies that are most recent from the CSU system.

A website interface similar to that of Gateway Community College’s website could help Cal Poly students always have the most up-to-date information regarding who to contact in different emergencies, what situations are going on around campus, and what policies have changed. Additionally, Cal Poly’s public safety website should include up-to-date information regarding on-campus crimes, and it is recommended that the university develop an Emergency Guidebook with procedures and information for all
general safety and specific events.

**Whittier College**

A stark difference between Whittier College’s safety operations and those of California Polytechnic State University, San Luis Obispo, is the existence of a Department of Campus Safety within like Whittier College. This Department is responsible for multiple safety programs that Cal Poly could improve on such as emergency management, an emergency response task force, an Environmental Health & Safety Committee, security technology, and physical security aspects.

Additionally, Cal Poly students could benefit from the theft prevention programs, date rape and sexual assault programs, and the program for engraving and identifying valuables that Whittier College students have access to. Another takeaway from this university is the benefit of maintaining a monthly report of safety incidents on campus accessible to the campus population.

Campus Safety patrols thoroughly inspect each individual campus lighting feature each month, which is a practice that Cal Poly could benefit from considering its existing lack of lighting. This could lead to the identification of flaws in the street lighting system and the recognition of areas that need more lighting. Another feature from Whittier College that could be implemented at Cal Poly is the free fire safety training and women’s self-defense classes. Cal Poly could also benefit from video monitoring and intrusion alarms throughout campus to the same extent carried out by Whittier College’s Department of Campus Safety.

Cal Poly’s residence halls could also benefit from card-swipes for the individual dorm rooms so that less time is spent replacing and managing keys by safety offices. Cal Poly should also update its websites concerning safety regularly in the same manner Whittier College does by ensuring timely safety information, emergency information, and crime statistics are available through the web.

**University of Houston-Victoria**

Cal Poly could create a safety plan similar to UHV that provides recommendations and tips on how students can keep safe while being on campus and in residence halls. Cal Poly’s Mustang Shuttle currently runs in one loop and can be transformed to have multiple routes so that students do not have to wait for a long time at stops. Mustang Shuttles can also offer special services outside of normal operation hours for a small fee.

**Binghamton University**
Cal Poly could establish a Gate Guard, a unit within the University Police Department dedicated to maintaining security checkpoints at the entrances to campus between 11 p.m. and 5 a.m daily. This unit would ensure that any vehicles attempting to enter campus are part of the campus population or campus guests.

The Health and Wellness Center could create a student volunteer ambulance service that responds to life-threatening or critical conditions on campus.

An improvement that could be made to the Mustang Shuttle is allowing students to actually request a pickup at different campus locations through a designated phone number. Currently, the shuttle service on campus only follows determined routes and students have to wait without knowing where along the route the shuttle is, but this improvement could increase safety by improving availability and accessibility.

Claremont Community Colleges

Cal Poly could introduce an Alert Bulletins website similar to that of the Claremont Community Colleges. This website would keep the campus population informed of all safety situations that have taken place within the college boundaries in the past year and could include actions on how to respond to such situations.

Cal Poly could adopt some of the inspectional practices incorporated at the Claremont Colleges, which would include routine inspections and surveys of all the campus walkways, paths, nooks, indoor/outdoor lighting, shrubbery, and landscaping. This would increase the identification of flaws in the safety system and allow for rapid responses.
“How to Increase Security on College Campus”

In summation of the article, when it comes to lighting, making sure all campus lights are functioning well is an underrated safety practice. Walking around campus late at night can be daunting for many, and unexpected dark areas can invoke fear in people. Additionally, dark areas on campus tend to be more prominent areas where safety incidents occur. An important measure that could be taken by universities is establishing a group of people who regularly scan every area of campus and work to identify problematic lighting fixtures that need to be updated or repaired (Security, U. S. I., n.d.).

With so many people passing through a college campus every day, it is easy for anyone to enter campus. Access control systems like card readers allow people with an authorized card to enter buildings (Security, U. S. I., n.d.). These cards are programmed with data that allow for the reader to calculate the identification information. Once the information is processed, the system will either grant or deny access based on credentials. Currently, the 24-hour Hub at Cal Poly requires students to swipe their PolyCard to access Kennedy Library.

It is important to know what exactly happened when a safety incident occurs on campus in order to recognize threats and establish preventative measures so the same issues do not occur again (Security, U. S. I., n.d.). Having security cameras spread throughout campus is beneficial, but they must also be regularly upgraded and maintained to ensure campus surveillance is optimal. They are helpful tools that campus safety staff can utilize to document incidents and inform the creation of proper prevention efforts (Security, U. S. I., n.d.). Safety on campus can be even more effective when these security cameras are used in combination with increased in-person patrols.

“Ten Steps Towards a Safer Campus”

As described in the article, an important step in establishing a safe and secure campus environment is the establishment and maintenance of an on-campus security task force (Controls, n.d.). An essential component of a security task force is that it must include cooperative relationships between and input from representatives of every group of the campus population, including students, parents, staff, faculty, on-campus businesses, facilities, and operations management, and local and campus police. By incorporating various organizations into a task force, a university will operate from a
well-informed position of knowledge, consent, and support. When all stakeholders are involved, safety issues can be better understood, efficiently recognized, and approached in a holistic manner that benefits all affected parties.

Another key step in improving campus safety is the preparation and execution of annual risk and safety assessments throughout campus (Controls, n.d.). To make informed decisions and effective policy changes regarding safety, it is necessary to always have the most up-to-date information, data, and recommendations from the groups of people that make up the campus environment. Soliciting direct input from and listening to the experiences of the campus population places a university in a better position to act upon needed safety changes and desired operations (Controls, n.d.). This two-way communication between the departments in charge of maintaining campus safety and the campus population will ensure that problem areas and safety concerns are identified in a timely manner and allow for proactive solutions to be made. There are numerous potential threats to campus security that could go unnoticed without regular assessment and identification of risks on campus. Not gathering adequate information and local knowledge from the different campus groups could result in proposed solutions that lack integrity and do not encompass all the safety conflicts people experience.

“Safety Evaluation for Campus Parking Garage Performance Using Fuzzy Logic”

A concern of the article is that parking structures are one of the crime hot spots across America. In 1992, about 1,400 violent crimes took place in parking facilities each day. Currently, parking structures are ranked second in the most frequent places where nonviolent crimes take place and ranked third in which violent crimes occur (“Safety Evaluation for Campus Parking”). Ohio State University (OSU) conducted research in response to the increasing campus parking garage crimes. OSU Department of Public Safety was particularly concerned with parking structures because they were relatively inactive to other campus buildings as they were used primarily for parking. In their study, they asked respondents on a survey if they felt safe using the garages on campus. 67% responded they felt safe while 33% did not (“Safety Evaluation for Campus Parking”). Furthermore, 79% of respondents weren’t aware of the potential risk of criminal activities associated with parking in garages.

OSU looked into developing a model using crime prevention through environmental design (CPTED) principles. CPTED factored in a variety of elements such as lighting, visibility, and locations of entrances and exists to design an environment that would deter parking garage crime (“Safety Evaluation for Campus Parking”). These
principles were appropriate to use in parking garage design as the structures themselves have principles of natural surveillance, access control, and territoriality. Design concepts included enhanced lighting, open interior space, open stairs, and signs showing exits (“Safety Evaluation for Campus Parking”). Through these principles, the hope is to improve the quality of life through the physical environment to reduce the incidence and fear of crime.

“New Safety Programs Offered On Campus In Wake Of Recent Crimes”

This Mustang News article from November 2021 highlights safety features that were introduced to the campus after several sexual assault incidents, a residential break-in, and racial hate crimes occurred on campus at California Polytechnic State University, San Luis Obispo (Vanderlip, 2021). It also discusses certain limitations despite the then-recently implemented Mustang Patrol and Mustang Shuttle. Mustang Patrol, the student escort walking service, was criticized for its service limitations. One student cited the program as being “helpful, but it’s not nearly enough”. One idea suggested by students is introducing a new tab on the student portal labeled “Safety” where all the important numbers and addresses related to safety and emergencies can be found easily and clearly to be used in different situations (Vanderlip, 2021). Another student demand identified was the need for a hotline that students could call when they do not necessarily want to use Mustang Patrol or other services (Vanderlip, 2021). Additionally, the absence of lighting on campus, particularly outside the core of campus, continues to make students feel unsafe.

“Cal Poly Students Hope University Officials will Improve Campus Safety”

In October of 2021, two cases of sexual assault occurred on the campus of Cal Poly within a single week (Rajagopal, 2021). After students received individual clergy office emails to their accounts, students were not feeling very safe on campus and were left feeling doubtful of the abilities of Cal Poly’s existing safety resources. Students decided to host a survivor support talk where they had guest speakers and provided safety information and resource kiosks (Rajagopal, 2021).

“Six Sexual Assaults Reported to Cal Poly”

This New Times article from October 2017 highlights six sexual assault cases that all occurred in a short time period during the 2017-2018 Cal Poly school year. The academic year had just begun, but the university was already dealing with multiple sexual assault cases that allegedly occurred on and around campus. Between August 28th and October 1st, 2017, the university police department received six reports of sexual
misconduct and sexual assault (Johnson & Mcguinness, 2017). An email response from Cal Poly’s Spokesperson to questions from the New Times stated that UPD viewed this number of sexual assault reports as “not unusual.” In the previous year, 2016, alone, Cal Poly reported a total of 17 sexual offenses on campus (Johnson & Mcguinness, 2017). With the number of sexual assault allegations and reports that have occurred at Cal Poly, safety policies in the campus’ Master Plan, the long-range planning document, should be included to help tackle such issues.

TAKEAWAYS

“How to Increase Security on College Campus”

Cal Poly needs to routinely make sure that all campus lighting fixtures are functioning properly. Dark campus areas are the most common areas of safety incidents, so having a taskforce of people dedicated to inspecting every area of campus for lighting flaws is essential. All building entrances and doors on campus should continue to be updated to card readers. Access control systems ensure that only the campus population can access buildings. Implementing and increasing campus video surveillance at Cal Poly will help identify threats and allows documentation of safety incidents, which would improve preventative measures and safety solutions.

“Ten Steps Towards a Safer Campus”

A security task force could be established at Cal Poly that includes representatives from all campus stakeholders including students, parents, staff, faculty, campus police, sponsors, and community groups. Such a task force would allow for a better understanding of all safety issues and efficient solutions that benefit all. Annual safety and risk assessments should be conducted by the university in order to identify the most up-to-date safety concerns and solve these issues accordingly.

“Safety Evaluation for Campus Parking Garage Performance Using Fuzzy Logic”

A key takeaway from the literature review of OSU is that parking structures are also a potential hotspot for crime on an university campus. These structures have the potential to incorporate design concepts that would enhance the overall safety of all parking structures and parking lots on campus. Designs such as enhanced lighting, open interior space, and increased surveillance could improve the physical environment to reduce the fear of crime. As the campus plans to expand in the future, more parking infrastructures will be needed. Moving forward, parking structures should incorporate design concepts that foster a safer environment.
“New Safety Programs Offered On Campus In Wake Of Recent Crimes”

Lighting has regularly been an issue on campus recognized by the student population, and it needs to be resolved. Mustang Patrol and Mustang Shuttle do have safety benefits, but they do have service and access limitations as well. Students recommend that Cal Poly establish a safety information and assistance hotline in situations where services such as Mustang Patrol and Mustang Shuttle are not necessarily needed.

“Cal Poly Students Hope University Officials will Improve Campus Safety”

The frequency of sexual assault cases in a single week during the Fall 2021 quarter at Cal Poly raised questions about the adequacy and efficiency of Cal Poly’s sexual assault prevention and awareness programs. Resources need to be evaluated and improved for victims.

“Six Sexual Assaults Reported to Cal Poly”

With this many sexual assault cases reported within such a short time period on the Cal Poly campus, an increase in safety resources and improvement of current safety services geared towards sexual assault/violence prevention and education is supported.
Safety Recommendations

The following goals, objectives, and policies are the outcomes of the research conducted on this project.

GOALS, OBJECTIVES, POLICIES

Goal: Increase wayfinding throughout the Cal Poly San Luis Obispo campus.

Objective: Provide more signage and plans that inform the campus community of how to get around the different areas of campus

Policy: Require the seven different college campuses to place informational kiosks at the center and gateways of colleges and provide building floor plans at the entrances/exits of individual buildings and facilities.

Policy: Kiosks should be double-sided with one side including a detailed map with numbered building footprints, and the other side including an inventory of the buildings detailing which building it is.

Reasoning: Throughout the survey, respondents mentioned unfamiliarity with foreign parts of campus as being a main reason for their sense of insecurity. Additionally, the survey revealed that approximately half of the campus population desired more clear paths throughout campus. Informational kiosks strategically placed throughout campus hubs and colleges would allow for better understanding of the pedestrian paths in the area, mobility, and would increase location knowledge. By increasing understanding of their surroundings, the population would feel more confident and more aware.
Objective: Update escape routes and plans of evacuation throughout campus.

Policy: Campus Safety will review building floor plans after every year and ensure plans are maintained up to date with properly marked exits and entrance ways.

Policy: Building floor plans will be posted at the entrance of every classroom.

Reasoning: Lack of clear paths to classrooms and being in unfamiliar parts of campus were two considerable contributors to feelings of unsafety on campus. By providing up-to-date floor plans in convenient locations that any student can find, students can travel more easily in different areas of campus and a sense of security will be increased.

Objective: Cal Poly shall improve the campus population’s awareness of the Mustang Shuttle location.

Policy: Cal Poly shall introduce a mobile application that will inform students of the real-time location of the Mustang Shuttle with accurate route information and estimated times of arrival.

Measure: This app will be regularly updated to reflect changes to the shuttle schedule and shuttle routes.

Policy: Cal Poly shall place signage at each Mustang Shuttle stop indicating it is a
stop, the estimated wait time, a map of the shuttle's route, and a QR code for the
app. A designated phone number should also be created and provided on these
signs with the purpose of allowing students to call for the request of a pickup.

Reasoning: At least one-third of survey respondents indicated a desire for more frequent
Mustang Shuttles, and one improvement learned from case study research is that
allowing students to request a shuttle stop through a designated phone number or
mobile app increases ridership and safety. Additionally, more signage is needed in order
to ensure students know exactly where the pickup locations are and know when to
expect the next stop.

**Goal: Improve and increase lighting throughout the Cal Poly campus.**

Objective: Provide more street lighting in areas of campus that were identified as the
least safe.

Policy: Assess street and walkway lighting in the Northern Campus Area, Poly
Canyon Village student housing, Cerro Vista student housing, and the Sports Fields
area for flaws and weaknesses. Increase lighting along roads and paths in these
areas as needed.

Policy: Increase the amount and frequency of lighting beyond the campus core,
and ensure approaches to campus from off-campus are well-lit for pedestrian,
vehicular, and cyclist safety.

Reasoning: A majority of survey respondents indicated that lighting on campus is a
major safety concern. Feelings of unsafety regularly arise in dark areas of campus as
supported by articles and survey responses, so it is necessary to improve the amount of
lighting on campus, especially since safety incidents are more likely to occur in dark
areas.

Objective: Increase regular maintenance of lighting fixtures along campus roads,
pedestrian walkways, and bikeways.

Policy: Establish a unit within the Cal Poly Public Safety Department dedicated to
monthly patrols of the campus whereby lighting problems and areas with a lack
of lighting are identified. After determining any campus lighting issues through
the regular assessment of current lighting conditions, this unit would then be
tasked with addressing the issues through funding, repair, installment, and
maintenance of campus lighting. Inspections would include both indoor and
outdoor lighting, within the campus core, and on outlying properties as well.
Reasoning: Lighting was consistently listed as a safety issue on campus throughout the literature review and survey responses. Case study research and literature review revealed that establishing a task force to inspect campus lighting regularly and identify lighting problems is key to improving safety on campus.

**Goal: Raise the awareness of existing safety services and provide educational opportunities to foster a safer environment.**

Objective: Utilize the Cal Poly student portal as a “one-stop-shop” for all safety-related materials.

   - **Policy:** Include a safety application under the “My Apps” section of the portal.
   
   - **Policy:** Utilize and expand the Cal Poly Learning Hub for students to have access to workshops and courses around on-campus safety.
   
   - **Policy:** Create a Guidebook document which contains guidance for students on how to respond to scenarios that could occur on campus.

Reasoning: Cal Poly students use their portal to gain access to their coursework and schedules. By adding a safety feature as one of the applications it would allow students to find all safety-related materials in one centralized location. Since the portal already has many users signing in daily it would help raise awareness of the safety amenities that already exist on-campus.

Objective: New students going through Week of Welcome and SLO Days Orientation shall be introduced to the existing safety services and amenities available on campus.

   - **Policy:** Orientation leaders are to undergo training on the existing services on-campus.
   
   - **Policy:** Orientation leaders are to lead workshops for new students on how to navigate through the campus safety resources and services.

Reasoning: In our survey, we ask, “How much would you agree with the following question: I know which campus service to contact in an event of an emergency/safety concern?” 42% of respondents (21 responses) disagreed. There is a need to raise awareness of the safety amenities and services on-campus. New students can be trained through the orientation program on the safety resources and services allowing them to know who to contact in the case of an emergency.

Objective: Recommend students to download safety applications.
Policy: Advertise the use of the Rave Guardian app to students in public spaces on-campus.

Reasoning: The Rave Guardian app is a personal safety device. Users of the application can keep the campus community safe through its various features such as anonymous tips, texting Mustang Patrol for safety walks, 24-hour police services, and more. Surprisingly, 78% of the respondents from our survey stated that they weren't aware of this service and thus did not use it. The remaining 22% of the respondents were aware of this service but did not utilize it. By advertising this application to students it would help raise the awareness of the safety services that are provided on this platform.

**Goal: Implement safety amenities and measures to increase physical safety throughout the Cal Poly campus and surrounding areas.**

Objective: Reduce potential accidents that occur on the right-of-ways of the Cal Poly campus.

- Policy: Increase the number of cross guards to direct traffic during peak hours at busy intersections.
- Policy: Repair and repave degraded sidewalks.

Reasoning: According to survey results, survey participants selected traffic and degraded sidewalks as one of the top reasons why they do not feel safe while being on the Cal Poly campus. Additionally, respondents believe that having more traffic calming infrastructure (23%) and more paved paths (46%) are needed to increase safety.

Objective: Increase surveillance around campus during the nighttime.

- Policy: Require Mustang Patrol to walk around Cal Poly during the nighttime to allow for quick responses to suspicious activities and escort people back to their residence hall or vehicle.

Reasoning: Whitter College campus police patrol the campus 24/7 to respond to any safety hazards or threats. Additionally, 30% of survey respondents indicated that they would like to see an increase of campus escorts as 19 respondents felt that campus was not very safe and not safe when it was nighttime during the weekdays and weekends.

Objective: Enforce stricter access to classrooms and study lounges.

- Policy: Replace key-based locks with card readers or pin pads.
- Policy: Install intruder detection or video surveillance.
Reasoning: There are a lot of people who pass through campus every day. Installing card readers or pin pads would allow students who stay late on campus to feel safer. Additionally, replacing key-based locks at residence halls would eliminate the potential of people picking locks. The 24-hour hub at Kennedy Library and residence halls have key cards.

Objective: Limit the number of vehicles that enter the Cal Poly campus during the nighttime.

Policy: Require Transportation and Parking Services or the Cal Poly Police Department to check vehicles that enter the Cal Poly campus for valid parking passes or university identification cards.

Reasoning: Many vehicles pass by campus throughout the day and night and additional security would increase campus safety. Binghamton University checks for parking permits and university identification cards to ensure that vehicles are not suspicious when entering its campus.

Objective: Install lighting and surveillance cameras around off-campus student housing complexes.

Policy: Cal Poly can provide grant money to landlords if landlords provide proof of security infrastructure.

Reasoning: This method would foster a relationship between landlords and the University to ensure that students, staff, and faculty are safe. Additionally, 88% of survey participants believe that there should be more lighting around campus and 36% of participants believe that more video surveillance would increase campus safety.
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Appendix

2035 CAMPUS MASTER PLAN

SURVEY: Charts and Graphs

What is your current academic standing?
50 responses

- 1st year: 36%
- 2nd year: 12%
- 3rd year: 42%
- 4th year: 8%
- 5th year+: 0%
- Grad student: 0%
- Faculty/staff: 0%

How do you identify?
50 responses

- Male: 58%
- Female: 42%
- Non-binary: 0%
- Transgender: 0%
- Prefer to not state: 0%
What is your sexual orientation?
50 responses

What race/ethnicity are you?
50 responses

Do you live on or off-campus?
50 responses
What mode of transportation do you usually use to arrive to and depart from campus?
50 responses

- Personal vehicle: 52%
- SLO Transit: 22%
- Bike: 22%
- Walk:

Rate your feeling of safety on campus during the following scenarios: 1 (Not Very Safe) to 5 (Very Safe)
How much would you agree with the following question: Cal Poly is attentive to campus safety issues.
50 responses

How much would you agree with the following question: I pay attention to safety alerts sent by Cal Poly?
50 responses
How much would you agree with the following question: I know which campus service to contact in an event of an emergency/safety concern?
50 responses

How much would you agree with the following question: I know I can access Campus Safety resources and services if the need arises?
50 responses
How much would you agree with the following question: I know I can rely on Campus Safety resources and services if the need arises?
50 responses

- Strongly agree: 42%
- Agree: 36%
- Neutral: 12%
- Disagree: 6%
- Strongly disagree: 6%

How much would you agree with the following question: Safety concern increases as students get further from the campus core?
50 responses

- Strongly agree: 50%
- Agree: 28%
- Neutral: 12%
- Disagree: 10%
- Strongly disagree: 0%
Which areas of campus do you feel the most safe in?

50 responses

- Kennedy Library: 32 (64%)
- University Union: 41 (82%)
- Recreation Center Area: 30 (60%)
- Baker Center Area: 26 (52%)
- Dexter Area: 26 (52%)
- Engineering IV Area: 12 (24%)
- Poly Canyon Village: 9 (18%)
- Cerro Vista: 4 (8%)
- Residence Halls: 22 (44%)
- College of Agriculture Area: 6 (10%)
- Performing Art Center Area: 18 (36%)
- Vista Grande Dining Area: 25 (50%)
- Science and Agriculture Area: 6 (12%)
- Sports Fields Area: 4 (8%)
- Engineering Area: 9 (18%)
- Business and Architecture Area: 11 (22%)
- Construction Management Area: 8 (16%)
- Northern Campus Area: 4 (8%)
- Graphic Arts Area: 6 (12%)
- N/A: -2 (4%)
- Have not visited College of a...: -1 (2%)
Which areas of campus do you feel the least safest in?

50 responses

- Kennedy Library: -3 (6%)
- University Union: -1 (2%)
- Recreation Center Area: -2 (4%)
- Baker Center Area: -2 (4%)
- Dexter Area: -4 (8%)
- Engineering IV Area: -4 (8%)
- Poly Canyon Village: -13 (26%)
- Cerro Vista: -10 (20%)
- Residence Halls: -4 (8%)
- College of Agriculture Area: -4 (8%)
- Performing Art Center Area: -1 (2%)
- Vista Grande Dining Area: 0 (0%)
- Science and Agriculture Area: -2 (4%)
- Engineering Area: -5 (10%)
- Sports Fields Area: -19 (38%)
- Business and Architecture Ar...: -8 (16%)
- Construction Management A...: -9 (18%)
- Northern Campus Area: -13 (26%)
- Graphic Arts Area: -8 (16%)
- N/A: -11 (22%)
- Arch graveyard: -1 (2%)

Which parking lots, if any, do you feel the least safe in?

50 responses

- Grand Avenue Parking Structure: -3 (6%)
- H12 Lot: -10 (20%)
- H14 Lot: -13 (26%)
- H16 Lot: -5 (10%)
- H2 Lot: -2 (4%)
- Parking Lot C-7: -5 (10%)
- R1 Lot: -11 (22%)
- Recreation Center Parking Lot: -6 (12%)
- N/A: -24 (48%)
What makes you feel unsafe while being on campus? Select all that apply
50 responses

- Lack of lighting: 39 (78%)
- Lack of clear paths to classrooms: 13 (26%)
- Lack of safety mirrors: 7 (14%)
- Unclear entrances and exits: 9 (18%)
- Windows are too high up to be...: 4 (8%)
- Degraded sidewalks/pavements: 16 (32%)
- Traffic: 12 (24%)
- Being in an unfamiliar part of c...: 27 (54%)
- As a woman I generally feel un...: 1 (2%)
- Lack of visibility, like not necess...: 1 (2%)

What types of amenities do you believe are needed to increase safety on campus? Select all that apply
50 responses

- More lighting: 44 (88%)
- More paved paths: 23 (46%)
- More safety mirrors: 9 (18%)
- Having passcodes access to...: 11 (22%)
- More frequent Mustang shutt...: 15 (30%)
- More floor plans in buildings: 6 (12%)
- More traffic calming infrastru...: 11 (22%)
- Intruder detection: 14 (28%)
- Increased emergency call bo...: 14 (28%)
- Increased campus video sur...: 18 (36%)
- Security access telephones...: 14 (28%)
- Free self-defense courses: 18 (36%)
- Increased 24/7 Safety escorts: 15 (30%)
- Better access to parking stru...: 1 (2%)
- Putting numbers to call in ca...: 1 (2%)
- Things used for self defense...: 1 (2%)
- More way finding signage: 1 (2%)
- A lot of bikes run the red ligh...: 1 (2%)
If any, which UPD services would you like to see more of? Select all that apply

- Officers walking on campus at... 20 (40%)
- Officers on bike 19 (38%)
- Cross guards 7 (14%)
- Prevention/education 11 (22%)
- No changes/improvements needed 13 (26%)
- Having more presence at night 1 (2%)
- No cops on campus 1 (2%)
- University police is generally vi... 1 (2%)
- UPD makes some students feel... 1 (2%)
CRP 463 Survey

This form asks for your agreement to participate in a senior research project regarding physical safety on the campus of Cal Poly San Luis Obispo. To participate, we ask you to complete the following survey which is expected to take approximately 10 minutes. There is no risk for you to participate and you and others may benefit from this research.

The purpose of this study is to gather insight from members of the Cal Poly campus community regarding their perceptions and concerns with campus safety, as well as gather input as to the desired changes to Cal Poly’s safety aspects. The potential benefits of this study include improving safety features on campus, safety resources, safety services, and awareness of such programs.

Please be aware that you are not required to take this survey, refusal will not lead to any sort of penalty or loss of benefits. During this survey, you can stop participating at anytime you choose. Your confidentiality will be protected as your name and other identifying information will not be collected and data associated with your participation will have identifiers. Additionally, this is a student project and are not working with or acting on behalf of Cal Poly.

This research is being conducted by Karen La, Alan Cazares, and Junhyun Kim. Keith John Woodcock, professor in the department of City and Regional Planning, will be overseeing this research. If you have a question regarding this study or would like to be informed of the results when the study completed please contact the researcher Junhyun Kim at (562) 447-0908 or jkim417@calpoly.edu. If you have concerns with the manner in which this study is conducted, you may contact kwoodcoc@calpoly.edu. In your email to Professor Woodcock, please add “CRP 463: On-campus Safety Survey Inquiries” in the subject line so that he may address your email as soon and quickly as possible.

If you agree to voluntarily participate in this research project as described, please indicate your agreement by completing the survey. Please keep a copy of this form for your reference, and thank you for your participation.

* Required
1. What is your current academic standing? *

Mark only one oval.

- 1st year
- 2nd year
- 3rd year
- 4th year
- 5th year+
- Grad student
- Faculty/staff

2. How do you identify? *

Mark only one oval.

- Male
- Female
- Non-binary
- Transgender
- Prefer to not state
- Other: ___________________________
3. What is your sexual orientation? *

*Mark only one oval.*

- Heterosexual (straight)
- Gay or Lesbian
- Bi-sexual
- Queer
- Asexual
- Not Listed
- Prefer not to state
- Other: 

4. What race/ethnicity are you? *

*Mark only one oval.*

- White
- Hispanic/Latinx
- Pacific Islander/Native Hawaiian
- Asian
- Black/African American
- Native American
- Two or more races
- Prefer not to state
- Other: 

5. Do you live on or off-campus? *

*Mark only one oval.*

- On-campus
- Off-campus
6. What mode of transportation do you usually use to arrive to and depart from campus?

*Mark only one oval.*

- [ ] Personal vehicle
- [ ] SLO Transit
- [ ] Bike
- [ ] Walk
- [ ] Other: __________________________

---

**Existing Services**

As a reminder, this survey is not affiliated with Cal Poly as an institution. It is merely a senior project. The responses to this survey will be used to contribute to a proposal of policies related to physical safety on campus.

---

7. How effective do you think the existing services are? (1 being not effective and 5 *being the most effective)

*Mark only one oval per row.*

<table>
<thead>
<tr>
<th>Service</th>
<th>1 (not effective)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (most effective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mustang Patrol</td>
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<tr>
<td>Mustang Shuttle</td>
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<tr>
<td>Emergency Blue Light Phones</td>
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<tr>
<td>Cal Poly's Rave Guardian Safety App</td>
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</tbody>
</table>
8. Which of the following statements is the most applicable to you regarding the Mustang Patrol? *

Mark only one oval.

- [ ] I am aware of the Mustang Patrol, and I use it.
- [ ] I am aware but do not use the service.
- [ ] I am not aware and thus do not use this service.
9. Which of the following statements is most applicable to you regarding the escort van service, Mustang Shuttle, on campus?

Mark only one oval.

- I am aware of the escort van, and I use it.
- I am aware but do not use the service.
- I am not aware and thus do not use this service.
10. Which of the following statements is the most applicable to you regarding the emergency blue light phones?

Mark only one oval.

☐ I am aware of the emergency call boxes, and I use it.
☐ I am aware but do not use the service.
☐ I am not aware and thus do not use this service.
11. Which of the following statements is most applicable to you regarding Cal Poly's safety app, Rave Guardian?

Mark only one oval.

- I am aware of the Rave Guardian App, and I use it.
- I am aware but do not use the service.
- I am not aware and thus do not use this service.

Perceptions of Safety on Campus
12. Rate your feeling of safety on campus during the following scenarios: 1 (Not Very Safe) to 5 (Very Safe)  *

*Mark only one oval per row.*

<table>
<thead>
<tr>
<th>Scenario</th>
<th>1 (not safe)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (very safe)</th>
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</thead>
<tbody>
<tr>
<td>Daytime Weekday</td>
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<td>Nighttime Weekend</td>
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13. How much would you agree with the following question: Cal Poly is attentive to campus safety issues.

*Mark only one oval.*

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

14. How much would you agree with the following question: I pay attention to safety alerts sent by Cal Poly?

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree
15. How much would you agree with the following question: I know which campus service to contact in an event of an emergency/safety concern?

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

16. How much would you agree with the following question: I know I can access Campus Safety resources and services if the need arises?

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

17. How much would you agree with the following question: I know I can rely on Campus Safety resources and services if the need arises?

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree
18. How much would you agree with the following question: Safety concern increases as students get further from the campus core?

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
19. Which areas of campus do you feel the most safe in? *

- Kennedy Library
- University Union
- Recreation Center Area
- Baker Center Area
- Dexter Area
- Engineering IV Area
- Poly Canyon Village
- Cerro Vista
- Residence Halls
- College of Agriculture Area
- Performing Art Center Area
- Vista Grande Dining Area
- Science and Agriculture Area
- Sports Fields Area
- Engineering Area
- Business and Architecture Area
- Construction Management Area
- Northern Campus Area
- Graphic Arts Area
- N/A
☐ Other: ___________________________
20. Which areas of campus do you feel the least safest in? *

- Kennedy Library
- University Union
- Recreation Center Area
- Baker Center Area
- Dexter Area
- Engineering IV Area
- Poly Canyon Village
- Cerro Vista
- Residence Halls
- College of Agriculture Area
- Performing Art Center Area
- Vista Grande Dining Area
- Science and Agriculture Area
- Engineering Area
- Sports Fields Area
- Business and Architecture Area
- Construction Management Area
- Northern Campus Area
- Northern Arts Area
- Graphic Arts Area
- N/A

Check all that apply.
21. Which parking lots, if any, do you feel the least safe in? *

Check all that apply.

- Grand Avenue Parking Structure
- H12 Lot
- H14 Lot
- H16 Lot
- H2 Lot
- Parking Lot C-7
- R1 Lot
- Recreation Center Parking Lot
- N/A
- Other:

Improvements
22. What makes you feel unsafe while being on campus? Select all that apply *

*Check all that apply.*

- Lack of lighting
- Lack of clear paths to classrooms
- Lack of safety mirrors
- Unclear entrances and exits to buildings
- Windows are too high up to be able to open
- Degraded sidewalks/pavements
- Traffic
- Being in an unfamiliar part of campus
- Other: ____________________________

23. What types of amenities do you believe are needed to increase safety on campus? Select all that apply *

*Check all that apply.*

- More lighting
- More paved paths
- More safety mirrors
- Having passcodes access to classrooms
- More frequent Mustang shuttles
- More floor plans in buildings
- More traffic calming infrastructure (cross guards, traffic signals, etc.)
- Intruder detection
- Increased emergency call boxes
- Increased campus video surveillance
- Security access telephones at building entrances
- Free self-defense courses
- Increased 24/7 Safety escorts
- Other: ____________________________
24. If any, which UPD services would you like to see more of? Select all that apply *

*Check all that apply.*

- [ ] Officers walking on campus at night
- [ ] Officers on bike
- [ ] Cross guards
- [ ] Prevention/education
- [ ] No changes/improvements necessary
- [ ] Other: ________________________________

25. What is a major issue you have with Cal Poly’s current Campus Safety operations, if any?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

26. What changes would you make to the existing safety operations on-campus?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
27. Is there anything else regarding campus safety that you would like to add?


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Public Safety
Strategic Plan 2018
Vision, Mission & Values

OUR VISION
A vibrant Cal Poly community where every student, faculty and staff member is equipped to thrive.

OUR MISSION
Foster a safe environment for students, faculty, staff and visitors.

OUR VALUES
• Quality Service
• Integrity
• Honor
• Accountability
**Strategic Direction #1**

Promote a campus culture of public safety.

Public Safety’s primary focus is to ensure that we are promoting an all-inclusive campus-wide culture that embraces and supports public safety.
<table>
<thead>
<tr>
<th>GOAL(S)</th>
<th>OBJECTIVE(S)</th>
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</table>
| **1** Reduce crime and the fear of crime. | 1. Public Safety will partner with campus stakeholders to enhance the safety of the community.  
2. Public Safety will expand existing crime prevention and educational activities.  
3. Cal Poly Police Department (CPPD) will expand liaison with San Luis Obispo Police Department and other county law enforcement partners to address off-campus crime concerns.  
4. High visibility proactive patrols on bike, vehicle and foot to undertake rigorous enforcement and education measures for safety violations.  
5. All Public Safety Departments will assist in resource management and campus presence through trainings, aid and community outreach.  
6. Public Safety will increase marketing services available/provided to students, faculty, and community stakeholders including expanding communication strategies back to Public Safety.  
7. Utilize crime mapping and other technology strategies to identify problem areas. Implement target specific enforcement and educational strategies accordingly.  
8. Expand Officer Liaison Program beyond residence halls. |
| **2** Create a campus culture of preparedness and risk ownership. | 1. Public Safety will continue to provide both in-house trainings and outside opportunities for preparedness development and emergency understanding.  
2. Explore other venues to communicate Public Safety initiatives via CPC, ASI and other third party venues.  
3. Continue redesign of Public Safety webpages to market and link viewers to departments within Public Safety.  
4. Seek input from campus community through community forums, focus groups, and electronic media.  
5. Continue to market Public Safety and its component departments as both a unified unit and specific departments. |
Strategic Direction #2

Promote organizational excellence.

Public Safety will create a workplace environment that provides for personal and professional growth in support of the organization’s overall excellence.
<table>
<thead>
<tr>
<th>GOAL(S)</th>
<th>OBJECTIVE(S)</th>
</tr>
</thead>
</table>
| **1** Promote both personal and professional employee excellence. | 1. Recruit and retain the best possible employees for Public Safety unit.  
2. Emphasize recruitment processes that focus on a diverse applicant pool.  
3. Develop an internal on-boarding process that ensures employees have a clear understanding of unit goals and expectations.  
4. Seek out opportunities to demonstrate best practices and receive recognition.  
5. Training opportunities will compliment professional development and growth.  
6. Expand exposure to cross training and special assignments.  
7. Facilitate personal and professional development planning for all Public Safety employees. |
| **2** Promote organizational excellence.               | 1. Revise/update unit policy manual to reflect new Public Safety structure and strategic initiatives.  
2. Revise/update department business process guides to ensure continuity and improve transparency.  
3. Develop annual internal unit survey to measure employee satisfaction.  
4. Utilize Lean tools to address and facilitate solutions and enhance business processes and improve working relationships.  
5. Identify, purchase and utilize new technology effectively.  
6. Promote a solution-oriented culture, focused on root cause analysis and corrective actions.  
7. Work with campus partners to enhance business and service opportunities related to research, grants and studies. |
| **3** Address short and long-term fiscal needs.       | 1. Identify alternate revenue and funding sources for current and future programs and projects.  
2. Pursue grants to fund projects and programs.  
3. Identify new service solutions and revise service models for the campus to enhance business continuity and financial sustainability.  
4. Identify resource-sharing opportunities on and off campus.  
5. Establish appropriate annual fee assessment/increase business model. |
Strategic Direction #3

Enhance innovation and technology.

Public Safety will identify and utilize technology to increase transparency, strengthen communications, and maximize efficiencies throughout the unit.
<table>
<thead>
<tr>
<th>GOAL(S)</th>
<th>OBJECTIVE(S)</th>
</tr>
</thead>
</table>
| **1** Enhance technology and communication. | 1. Enhance social media exposure and ability to provide information to the community.  
2. Ensure effective and efficient systems are utilized for crisis management/dispatch operations.  
3. Increase capabilities for delivering emergency messaging and timely warnings. |
| **2** Enhance technology framework and support. | 1. Ensure department technology needs are in line with A&F and Cal Poly technology goals.  
2. Implement technology that improves customer services and promotes sustainable business practices, employee effectiveness and safety.  
3. Keep current with industry trends to ensure technology implementation can fulfill campus and customer needs and goals. |
Strategic Direction #4

Foster relationships

Public Safety will engage in on and off campus collaboration to capitalize on partnerships.
<table>
<thead>
<tr>
<th>GOAL(S)</th>
<th>OBJECTIVE(S)</th>
</tr>
</thead>
</table>
| **1** Strengthen relationships on campus. | 1. Increase on-campus partnerships and programs within all divisions.  
2. Identify and engage with key student, faculty and staff stakeholders and leaders.  
3. Increase and strengthen communication and information flow to and from campus community.  
4. Engage in cross-divisional committees, task forces and advisory committees. |
| **2** Strengthen relationships off campus. | 1. Continue to collaborate with other county agencies to share resources (special events, training, etc.).  
2. Increase shared situational awareness with local and operational area partners.  
3. Identify and strengthen partnerships with key community leaders to enhance off-campus education and outreach efforts.  
4. Include local and county partners in in-house trainings. |
WINTER 2020
CAMPUS SURVEY ON SEXUAL VIOLENCE
PARTNER VIOLENCE
Of respondents who reported having a partner since starting at Cal Poly, almost one-third experienced psychological aggression from their partners. Far fewer respondents indicated that they were victims of physical assault or were injured by a partner.

CAMPUS SURVEY ON SEXUAL VIOLENCE

Sexual violence is a significant challenge for colleges and universities nationwide. Conducting regular climate surveys is a recommended best practice to better understand and address the issue of gender and power-based violence. Understanding student awareness of reporting policies and victim resources, student attitudes about sexual violence, and student perceptions of how the university community is addressing the problem of sexual violence are critical pieces in the process for bolstering campus prevention and response to this issue.

In Winter 2020, Cal Poly conducted a campus climate survey about gender and power-based violence. The Social Science Research Lab (SSRL) at San Diego State University was responsible for the design, program, and distribution of the survey to undergraduate and graduate students enrolled at Cal Poly during the Winter 2020 quarter.

KEY FINDINGS

**Awareness**
The majority of survey respondents are informed about what constitutes consent and rape at Cal Poly. Respondents are well-informed regarding resources available for reporting sexual assault at Cal Poly, especially Safer.

**Attitudes**
Respondents believe that sexual violence is a problem on campus; however, far fewer indicate having participated in related activities. Respondents are confident in performing specific behaviors related to sexual violence prevention.

**Stalking**
18% of respondents reported being persistently followed, and/or harassed, and/or pursued by someone in an unwanted way on or around the Cal Poly campus.

**Sexual Assault**
28% of respondents reported experiencing at least one incident of sexual assault since becoming a student at Cal Poly. The majority of incidents happened during the respondents' first year on campus.

**Partner Violence**
Of respondents who reported having a partner since starting at Cal Poly, almost one-third experienced psychological aggression from their partners. Far fewer respondents indicated that they were victims of physical assault or were injured by a partner.
METHODS

The instrument includes questions about student awareness of campus policies and resources, student attitudes about sexual violence, and student experiences of gender and power-based violence. Many of the measures used have been previously validated by previous research.

SURVEY ADMINISTRATION

An introduction page in the survey informed all potential respondents about the purpose of the survey, included a brief description of the sensitive nature of the questions, and described potential associated risks and discomforts that might be caused by some questions. The survey introduction informed respondents about the voluntary nature of survey participation. On February 19, 2020, an email invitation to participate in the survey was sent to 20,167 students with four reminder emails.

RESPONSE RATE

Of the 20,167 students invited to participate, a total of 2,451 responded, yielding a response rate of 12%.

NON-RESPONSE RATE BIAS

Low response rates concern survey researchers due to a potential for unit non-response bias. As response rates decrease, the probability that the attitudes, experiences, and beliefs of non-respondents diverge from those who responded also increases. The impact of nonresponse on an estimate depends on the relationship between the outcome of interest and the decision to respond, meaning that if survey participation is not heavily correlated with survey content, the answers of responders and non-responders may not differ substantially. Non-response bias may have influenced the findings of this project.

SAN DIEGO STATE UNIVERSITY

The survey instrument was based on the instrument used in the 2015 San Diego State University Campus Survey on Sexual Violence.

LEARN MORE

Learn more about campus initiatives to address gender- and power-based violence.

Safer
805-756-2282
safer.calpoly.edu
safer@calpoly.edu

Office of Equal Opportunity
805-756-6770
equalopportunity.calpoly.edu
equalopportunity@calpoly.edu
SURVEY RESULTS

IMPACTS OF SEXUAL VICTIMIZATION

The effects of gender-based violence has documented long-term mental and physical health, financial and educational outcomes including post-traumatic stress disorder, depression, increased substance use, increased risk of sexually transmitted infections, decreased quality of life, lost productivity in work, the unexpected change in major, loss of wages, increase in medical bills, and more.³

I didn’t want to make it a big deal or have to deal with it because it was over. I wanted to move on and forget about it.

Students experienced the following after one or more incidences of sexual victimization
STUDENT AWARENESS

Questions in this section of the survey assess knowledge of Cal Poly policies and procedures regarding sexual violence and awareness of available resources.

AWARENESS OF WHAT CONSTITUTES CONSENT

Most students were aware of what constitutes consent.

At Cal Poly, sexual act are considered non-consensual if a person...

- is incapacitated from alcohol or drugs.*
  - True: 18%
  - False: 1%
  - I don't know: 1%

- is under the age of 18.
  - True: 89%
  - False: 4%
  - I don't know: 6%

- has a mental or developmental disorder that renders them incapable of giving consent.*
  - True: 97%
  - False: 1%
  - I don't know: 3%

- revokes consent at any point.*
  - True: 99%
  - False: 1%
  - I don't know: 1%

At Cal Poly, a person can give consent when they are...

- under the age of 18.*
  - True: 19%
  - False: 81%
  - I don't know: 10%

- informed and conscious.*
  - True: 54%
  - False: 5%
  - I don't know: 4%

- incapacitated, but coming in and out of consciousness.*
  - True: 1%
  - False: 99%
  - I don't know: 1%

- being threatened or coerced.*
  - True: 1%
  - False: 99%
  - I don't know: 1%

Demographics

Collecting demographic data allows us to examine the makeup of the sample we are targeting in comparison to the make-up of the entire student population.

GENDER IDENTITY

- MAN: 26.9%
- WOMAN: 68.7%
- GENDER NON-BINARY/NON-CONFORMING: 1.1%
- TRANSGENDER: 0.2%
- NOT LISTED: 0.3%
- PREFER NOT TO STATE: 0.7%

RACE/ETHNICITY

- WHITE: 37.4%
- HISPANIC/LATINO: 19.4%
- PACIFIC ISLANDER/NATIVE HAWAIIAN: 3.8%
- ASIAN: 19.5%
- BLACK OR AFRICAN AMERICAN: 1.6%
- NATIVE AMERICAN: 1.9%

SEXUAL ORIENTATION

- STRAIGHT: 79.4%
- GAY OR LESBIAN: 2.7%
- BISEXUAL: 11.7%
- QUEER: 3.2%
- NOT LISTED: 1.4%
- PREFER NOT TO STATE: 1.6%

CLASS STANDING

- Freshman: 24%
- Sophomore: 22%
- Junior: 20%
- Senior: 30%
- Graduate: 20%
- Other: 3%
**Bystander Confidence**

The Bystander Confidence measure is a scale used to assess respondents' level of confidence in performing specific behaviors related to sexual violence prevention. Respondents rate their confidence in the ability to perform each behavior on a scale of 0 (can’t do) to 100 (very confident). Overall, respondents expressed high levels of confidence that they could perform all behaviors mentioned. Respondents were most confident that they could ask a friend if they needed to be walked home from a party, and were least confident that they could ask a stranger if they needed to be walked home from a party.
SEXUAL ASSAULT PREVALENCE

For the purpose of this survey, sexual assault prevalence was measured using a set of survey questions called the Sexual Experiences Survey- Revised Scale (SES-R). This scale uses non-judgmental specific language and avoids legal terms in order to facilitate the respondent's ability to identify and recall incidents that constitute various forms of unwanted sexual experiences.

SEXUAL ASSAULT

28% of respondents reported experiencing at least one incident of sexual assault since becoming a student at Cal Poly

- Any Sexual Assault: 28%
- Someone sexually touched me or removed my clothes: 25%
- Someone had oral sex with me or made me have oral sex with them: 11%
- Someone put their penis, fingers, or objects in my vagina: 12%
- Someone put their penis, fingers, or objects in my butt: 3%

IDENTITY OF PERPETRATOR

82% knew the identity of their perpetrator

The majority of the respondents said that the incident occurred during their first or freshman year, and took place on campus or within one mile of campus. Over two-thirds of respondents who reported a sexual assault were living on campus during the time of the event.
REPORTING SEXUAL ASSAULT

The survey asked two separate open-ended questions where a student could report a sexual assault, and where they themselves would go to report a sexual assault. The open-ended responses were then coded into categories, and respondents frequently cited more than one resource in their responses.

REPORTING

Did you report the incident(s) to any Cal Poly staff, faculty, or other University representative?

YES, 10%

NO, 90%

WHERE STUDENTS REPORT

To whom did you report the incident?

[select all that apply]

- Safer Advocate: 60%
- Counseling Services: 43%
- Title IX: 30%
- Residential Life Staff: 28%
- Cal Poly Police: 25%
- Faculty: 20%
- Other: 16%

COMMON REASONS FOR NOT REPORTING

- FELT IT WOULDN'T HELP
- FELT THEY WOULDN'T BE BELIEVED
- DIDN'T WANT TO HARM PERPETRATOR'S REPUTATION
- DIDN'T KNOW WHERE TO REPORT
Based on the Short Form Stalking Measure, 18% (n=369) of respondents indicated that they had experienced being persistently followed and/or harassed and/or pursued by someone in an unwanted way on or around the Cal Poly campus.

The majority of the respondents did not believe the behaviors described by these questions were “stalking.” In the majority of these incidents (64%), the unwanted pursuit felt threatening, or placed the respondent in fear of safety for family, friends, pets, or property; 32% said the harasser threatened them verbally or through actions, or made them fear for their safety or the safety of those they care about, and 13% reported that the harasser physically assaulted them. In the majority of cases, the person perpetrating the unwanted following, harassing, or pursuing was identified as a man.

STALKING AND UNWANTED PURSUIT

Since you began to attend Cal Poly, have you ever experienced being persistently followed, harassed, pursued by someone in an unwanted way on or around Cal Poly's campus?

- YES, 18%
- NO, 82%

Taking the entire duration of the unwanted pursuit into consideration, did it occur in a manner that you would consider a form of stalking? Do you believe you were 'stalked'?

- YES, 32%
- NO, 68%

ATTRIBUTES OF INCIDENTS

The majority of the respondents did not believe the behaviors described by these questions were “stalking.” In the majority of these incidents (64%), the unwanted pursuit felt threatening, or placed the respondent in fear of safety for family, friends, pets, or property; 32% said the harasser threatened them verbally or through actions, or made them fear for their safety or the safety of those they care about, and 13% reported that the harasser physically assaulted them. In the majority of cases, the person perpetrating the unwanted following, harassing, or pursuing was identified as a man.
PARTNER VIOLENCE

The survey instrument used the Revised Conflict Tactics Scale (CTS-2)* to measure the extent to which partners in dating, cohabiting, or marital relationships engage in psychological and physical attacks on each other. For the purpose of this survey, the scale was divided into three separate sections: Psychological Aggression, Physical Assault, and Injury Scale. These questions were only displayed to respondents who had indicated that they have had a partner since they began attending Cal Poly.

![Graph showing psychological aggression and physical assault](image)

INJURY SCALE

Very few respondents indicated having an injury due to a fight with their partner or having injured their partner. However, 2% indicated they have felt physical pain that still hurt the next day because of a fight with their partner.
RECOMMENDATIONS

The Campus Survey on Sexual Violence Committee has developed a comprehensive list of recommendations which include what we have currently implemented as a team, what we recommend we do next, and what we need from the entire institution.

WHAT WE ARE DOING

- Funding additional Safer Advocates to increase long-term, hollistic support to survivors of gender- and power-based violence.
- Providing support to full-time Prevention Specialist focusing on primary prevention, and using a tiered approach to get more students involved.
- Hosting a bystander intervention campaign called *beTHATmustang* that aims to increase collective responsibility and set social norms regarding genders and power-based violence prevention.
- Providing faculty and staff with training and resources about Trauma-Informed Care.
- Creating a sustainability plan with the campus Coordinated Community Response Team (CCRT).

WHAT WE RECOMMEND

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
<th>Part 4</th>
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</thead>
<tbody>
<tr>
<td>Schedule Trauma-Informed Trainings by Safer</td>
<td>Utilize Syllabus &amp; Website Solidarity Statements</td>
<td>Support Additional Staffing Efforts within Safer</td>
<td>Continued Collaboration Among Campus &amp; Community Partners</td>
</tr>
</tbody>
</table>

PARTNERSHIPS

We would like to extend our gratitude to representatives from the following entities for collaborating on this campus-wide initiative, made possible by the Department of Justice Office on Violence Against Women Campus Programs Grant.

<table>
<thead>
<tr>
<th>Office of Equal Opportunity</th>
<th>Cal Poly Police Department</th>
<th>RISE</th>
<th>Office of Dean of Students</th>
<th>San Luis Obispo Police Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safer</td>
<td></td>
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</tbody>
</table>
APPENDIX A: DESCRIPTION OF MEASURES

DEMOGRAPHIC QUESTIONS
Collecting demographic data allows us to examine the make-up of the sample we are targeting in comparison to the make-up of the entire student population as collected by the school upon student admission to Cal Poly. Collecting demographic information can also help identify which sub-populations may be more at risk. Demographics also help us understand and characterize the sample we collected data from and allow us to make meaningful comparisons between groups. The demographic questions included class standing, transfer status, admissions dates, major, grade point average, disability status, club and organization participation, international status, housing status, proximity to campus, ethnicity/ethnicities, gender identity, and relationship status.

POLICY QUESTIONS
This measure was created by Cal Poly to gauge students' understanding of campus policies regarding sexual assault and violence and their familiarity with available resources.

READINESS TO HELP
This measure aims to gauge the extent to which students on campus feel that they can help reduce the problem of sexual violence at Cal Poly. The scale also measures the extent to which students believe they have a responsibility to help reduce the problem. The framework for the scale is grounded in research about the causes of sexual assault on campuses as well as factors identified by health behavior theories for changing attitudes and behavior.

Bystander Confidence
This scale includes 14 statements that gauge the participant's confidence about their ability to perform various bystander actions. Specifically, the scale assesses attitudes related to awareness of the problem, sense of responsibility, intent to be an active bystander, and taking action. A participant rates their confidence to perform the behaviors on a scale ranging from 0 (can’t do) to 100 (very confident).
APPENDIX A: DESCRIPTION OF MEASURES

SHORT FORM STALKING MEASURE
This measure aims to assess incidents of stalking. Respondents were asked if, during their time as a student at Cal Poly, they had ever experienced being persistently followed, harassed, and/or pursued in an unwanted way on or near the Cal Poly campus. If a student indicated yes, follow-up questions were displayed in order to assess demographic information of the perpetrator and the severity of the stalking that occurred.

SES REVISED – SHORT FORM VICTIMIZATION (SES)
The SES Revised scale is used to measure the extent of victimization and perpetration of unwanted sexual experiences. This scale uses non-judgmental specific language and avoids legal terms in order to facilitate the respondent’s ability to identify and recall incidents that constitute various forms of unwanted sexual experiences. For example, the scale avoids the word “rape” because the term is understood and defined differently by different respondents. Instead, the scale relies on behaviorally specific descriptions of acts (unwanted sexual experiences) and tactics (behaviors used by perpetrators to compel sex acts against consent) to solicit responses. These innovative features are now considered the standard in measuring perpetration and victimization. SDSU administrators added several follow-up questions to this section of the survey, some of which were only displayed to respondents if they indicated that they had experienced any form of unwanted sexual experiences.

THE REVISED CONFLICT TACTICS SCALE (CTS-2)
The Revised Conflict Tactics Scale is used to measure the extent to which partners in dating, cohabiting, or marital relationships engage in psychological and physical attacks on each other. The scale also includes items that measure the use of reasoning or negotiation to deal with conflicts; however, these items were not included in this survey. The theoretical basis of CTS is conflict theory, which contends that although conflict is an inevitable part of human association, using violence as a tactic to deal with conflict is not an inevitable part of human association. Consequently, the scale measures concrete acts and events (conflict tactics) as opposed to attitudes about conflict or violence. The scale has been revised for wording and additional items.
REFERENCES


CAMPUS SAFETY PLAN 2022

LEARN BY DOING

CAL POLY
**AVAILABILITY, LOCATION, AND METHODS TO SUMMON LAW ENFORCEMENT ASSISTANCE**

**Availability and Location of Law Enforcement Assistance**
The Cal Poly Police Department (CPPD) is located at 1 Grand Ave., Building #36, San Luis Obispo, CA 93407. CPPD provides police services 24 hours a day, 7 days a week to our community. Police Dispatch can be reached 24 hours a day by phone at 9-1-1 for emergencies or 805-756-2281 for non-emergencies and text at 805-431-0483.

**Enforcement and Arrest Authority**
CPPD Police Officers have statewide police authority and jurisdiction per Penal Code 830.2.(c) and Education Code 89560-89561, and are vested with law enforcement powers and responsibilities, identical to municipal police departments throughout the state of California.

**Crime Reporting**
The entire campus community is encouraged to report any and all known or suspected incidents of criminal activity on campus to the Cal Poly Police Department as soon as possible. When calling CPPD always:

- Give your name, telephone number, and location.
- Give clear and accurate information.
- Be prepared to supply suspect and vehicle description, and direction of travel.
- DON’T HANG UP! Follow the instructions of the dispatcher.

**By Telephone Contact:**
- Emergency: 9-1-1 (call or text 805-431-0483)
- Cal Poly Police Dispatch Center: 805-756-2281

**Emergency Blue Light Call Stations**
9-1-1 button activated emergency “blue light” phones will immediately place caller in contact with the CPPD dispatch center. There are over 100 blue light phones on campus. This link provides additional information and an interactive map with Emergency Blue Light Phone locations: [https://afd.calpoly.edu/police/patrol-operations/emergency-blue-light-phones](https://afd.calpoly.edu/police/patrol-operations/emergency-blue-light-phones).

**SPECIAL SAFEGUARDS FOR FACILITIES OR ACTIVITIES**

**Security of and Access to Campus Facilities**
Campus facilities are provided primarily for the education-related needs of enrolled students. All campus facilities are accessed via a key or a combination/push button lock with most open and closed daily. Access to campus residence halls is restricted to hall residents and guests, and accessible via key or key card only. Persons without a lawful purpose may be removed from the campus per California Penal Code Section 626.6.

**Security Considerations Used in the Maintenance of Campus Facilities**
The University takes appropriate precautions to provide security during maintenance of facilities with routine maintenance and inspections performed primarily by full-time University employees. Regular inspections and surveys of campus outdoor lighting, shrubbery and walkways are conducted.
Special Event Safety Planning
Preparation for large events on campus involve the creation of Incident Action Plans according to the Standardized Emergency Management System, the campus Time Place and Manner Policy and in collaboration with mutual aid agencies and contracted safety personnel.

New Student Orientation
The Cal Poly Police Department, University Housing, Student Affairs, and Safer provide presentations to all incoming students and their parents as part of mandatory orientation activities before student begin classes at Cal Poly. Safer and Campus Counseling provide crisis services, education and outreach to Cal Poly students. The educational modules focus on crime reporting, fire and personal safety programs, healthy relationships, sexual violence, dating violence, domestic violence, stalking, bystander intervention, affirmative consent, and the dangers of alcohol use and/or abuse, alcohol poisoning, and illegal drug use and/or abuse.

New Employee Orientation
Throughout the year Cal Poly Police personnel present safety policies and procedures to new employees, in cooperation with the Human Resources department. Employees are informed of safety programs, workplace violence, injury and illness preventions and crime reporting procedures.

ACTIONS TAKEN IN THE PRECEDING 18 MONTHS TO INCREASE SAFETY

- Expanded training of all Emergency Operations Center (EOC) personnel.
- Students Affairs, campus advocacy (Safer), Counseling/Health center, and CPPD presented on safety, health & wellbeing, crime prevention, and sexual violence awareness during mandatory new student orientation and to all Greek organizations.
- Civil Rights & Compliance Office assigned online training to all faculty and staff on identifying and responding to sexual misconduct and Bias Incident reporting/response.
- Completed a comprehensive campuswide response plan to the COVID 19 pandemic.
- Restructured the Department of Emergency Services to include a new position for an Emergency Services Coordinator.
- Installed new locking mechanisms in several lecture halls if the need to “lock down” occurs and/or a “shelter in place” is needed.
- New Pedestrian Safety signage installed at key intersections.
- Acquired and installed new in car video system and upgraded police body worn cameras.
- Maintained/upgraded Cal Poly “safety app” for Android and IOS devices.
- Upgraded police records management and computer automated dispatch (CAD) system.
- Acquired and installed Rapid Deploy, which assists first responders in locating a dialed 911 caller in need of help.

CHANGES IN SAFETY PRECAUTIONS EXPECTED TO BE MADE DURING THE NEXT 24 MONTHS

- Expand Student Affairs, campus advocacy (Safer), Counseling/Health center, CPPD mandatory presentations to all incoming students during orientation with focus on safety, health & wellbeing, crime prevention, and sexual violence awareness.
- Expand communications and educational outreach on campus safety to all students, staff, and faculty.
- Acquire and install new video camera throughout campus
- Recruitment of new police officers and dispatchers.
- Acquire and implement Rave Guardian campus safety app.
- Acquire and implement new campus mass notification system.
Cal Poly 2020 STATISTICS

California Education Code 67380(a)(1)(A)

California State University campuses are required by California Education Code 67380(a)(1)(A) to compile records of all occurrences reported to campus police, campus security personnel, or campus safety authorities of, and arrests for, crimes that are committed on campus and that involve violence, hate violence, theft, destruction of property, illegal drugs, or alcohol intoxication, and to make this information available within two business days if requested by students, prospective students, employees, or the media. If you wish to request crime information, please contact the Cal Poly Police Department at 805-756-2281.
Temple Student Government releases results from Campus Safety Survey

Findings from student survey will be shared with Campus Safety Services and university leadership to inform enhancements moving forward.
Temple Student Government partnered with Campus Safety Services to complete the Campus Safety Survey, which was facilitated by Institutional Research and Assessment. The survey was administered to 31,734 undergraduate, graduate and professional students on all domestic campuses. A total of 5,313 students submitted usable responses for an overall response rate of 16.7%.

Temple Student Government (TSG) today announced the results of its Campus Safety Survey, which was administered to the Temple University student community from Jan. 24 to Feb. 6, 2022. The survey found that the majority of residential students feel safe at Temple (81% of respondents living in university-owned residence halls reported feeling safe in their area of residence), and it also revealed several other key insights, which will be used to inform Campus Safety Services moving forward.

“From what we know, this is the first campus safety survey that has been driven by students, and it’s been in the works for some time,” said Jacob
Golden, chief external services officer for TSG. “We're here to represent the student body and be the voice of the student body, and that’s why we did this survey. We wanted to have an informed idea of what the student body wants.”

Together, TSG partnered with Campus Safety Services to complete the survey, which was facilitated by Institutional Research and Assessment. The survey was administered to 31,734 undergraduate, graduate and professional students on all domestic campuses. A total of 5,313 students submitted usable responses for an overall response rate of 16.7%.

“In recent weeks, we have announced several new initiatives related to campus safety, and this is another component of that,” said Charlie Leone, executive director for public safety at Temple University. “This survey, the recent partnership with former Philadelphia Police Commissioner Charles Ramsey, the launch of the RAVE Temple Guardian app and the creation of the Task Force on Violence Reduction are all going to play a part in keeping the Temple and North Philadelphia communities safe.”

Some of the other key findings from TSG’s recent survey include the following.

- Ninety percent of respondents agreed or strongly agreed that they pay attention to TUalerts and 87% agreed or strongly agreed that they are useful. A slight majority (54%) of respondents indicated that TUalerts cover enough events.
- Sixty-nine percent of respondents agreed or strongly agreed that Temple is attentive to campus safety issues.
- Students feel the safest walking on campus during the day and the least safe walking on campus on weekend evenings. On a scale of 1
(not safe) to 5 (very safe), average ratings were as follows: daytime weekday 4.07, daytime weekend 3.73, nighttime weekday 2.41, nighttime weekend 2.18.

- Only 28% of respondents have interacted with Campus Safety during their time at Temple.
- Safety concerns increase the farther students get from the center of campus and campus buildings. Of respondents living in private housing on or near campus, 56% reported feeling safe in their area of primary residence.

The survey also found that students are aware of the various campus safety services available at Temple, like the FLIGHT shuttle service, the walking escort service and the Code Blue Emergency Phone system. However, while respondents indicated they are aware of services, they noted that they do not use them. FLIGHT was the most-used service, with 37% of the respondents who indicated they are aware of the service indicating that they have used it.

“I was surprised to see how many students knew about the services offered but were not using them,” said Cory Staples, director of campus safety for TSG. “Now that we have this data, we can say, ‘OK, what is affecting students’ usage of these campus safety resources? What can we do to improve them so that we see more students taking advantage of them?’”

The survey results will be a valuable tool for the university moving forward. According to Golden and Staples, one of the other key takeaways from the survey is how it shows that all stakeholders must be a part of the discussion when it comes to ensuring safety in and around campus.

“We see that students feel less safe as they get farther away from campus in the areas where a lot of private housing is, and this is something that Temple does not have any control over,” Golden said. “Off-campus landlords can do things like install more lighting, make sure that locks work and make sure that every single unit in their building has
a different lock. They need to do their part to make sure that the apartments they offer are safe, so that is why they need to be a part of this discussion moving forward, too.”

- Stephen Orbanek (/writer/stephen-orbanek)

RELATED STORIES


Temple University announces next round of campus safety enhancements

Security upgrade grant program opens for area landlords to fund the installation of lighting and/or cameras on private residences near campus.
Temple President Jason Wingard and Executive Director of Public Safety Charlie Leone recently met with city of Philadelphia Mayor Jim Kenney and Police Commissioner Danielle Outlaw to discuss safety concerns.

One of the key takeaways from Temple Student Government’s recent Campus Safety Survey (https://news.temple.edu/2022-03-14/temple-student-government-releases-results-campus-safety-survey) was that safety concerns increase the farther students get from the center of campus and campus buildings. While 81% of respondents living in university-owned residence halls reported feeling safe in their area of residence, just 56% of respondents living in private housing on or near campus reported feeling safe.

Today, as part of a number of new campus safety enhancements, Temple University announced a security upgrade grant program available to landlords of private residences near campus. Any landlord in the area can apply for a grant of up to $2,500 that can be used for installing either lighting and/or cameras to improve security.
“For Temple's part, we are considering all options to protect the safety of our students, faculty, staff and neighbors in North Philadelphia. We have to be willing to continually think outside the box, and that is what we have done here with this grant program,” said Ken Kaiser, chief operating officer of Temple University.

To apply for a grant, landlords should contact securitygrants@temple.edu, provide proof of ownership of a neighboring residence and outline how the funds would be used. Reimbursement of up to $2,500 will be provided to all landlords with proof of installation.

**Housing is available for students who want to move closer to campus**

As previously noted, data shows that campus safety concerns increase among students who live further away from campus and the patrol zone.

To help alleviate that concern, University Housing and Residential Life has housing available in the residence halls for any student who wishes to relocate to campus for the remainder of the semester. The office can also assist students in finding options to live in a private complex near campus well within the university's patrol borders. To request housing for the remainder of the semester, please contact the Housing office at 215-204-7184 and select option 2.

**Update on the hiring of additional TUPD officers**

Several applicants are currently undergoing Campus Safety Services’ background check process to join our Police Department, while 113 applicants are awaiting review for police academy training. Campus Safety Services hopes to place 12 potential officers into an upcoming police academy class. This is in addition to the 10 individuals who have been hired as officers or trainees as announced in the January...
Temple University announces next round of campus safety enhancements | Temple Now


Because the hiring process requires a thorough background review and because it is imperative that the most qualified and properly trained officers are on the ground during this exceptionally challenging time, the university has invested hundreds of thousands of dollars in overtime to ensure patrols meet or exceed all historic norms. Through the new officers that have been hired as well as the increased Philadelphia Police Department supplemental patrols, the university has more than doubled the number of officers actively patrolling the patrol zone at any given time.

Even in the recent incident that occurred near the corner of North Broad and Cecil B. Moore on March 18, Philadelphia Police patrol passed by the scene 90 seconds before the incident. Allied Universal foot patrol was not far away. The Temple University Police Department responded immediately and a young teen who had been tied to two additional shootings has already been arrested. The increased campus safety presence is making a difference.

**Establishment of a neighborhood watch group**

The university has begun discussions with neighborhood groups to establish a neighborhood watch program for the areas around campus.

Through this new partnership, public safety ambassadors will regularly patrol through the neighborhoods in and around campus. Trained in crime prevention, these ambassadors will help amplify the efforts of the Temple University Police Department and the Allied Security Officers.

Additional campus safety updates from the university include the following.

- President Wingard met with Philadelphia Mayor Jim Kenney and Philadelphia Police Commissioner Danielle Outlaw on Tuesday,
March 22. Together, they discussed a full spectrum of strategies to address the crisis of gun violence and what can be done to stem the flood of violence we are seeing throughout the city.

- Former Philadelphia Police Commissioner Charles Ramsey will begin his audit of Campus Safety Services early next month.

- The installation of additional lighting and cameras will take place next month.

- Executive Director of Public Safety Charlie Leone continues to meet regularly with area landlords through the Temple Area Property Association. Together, they have identified a set of best practices that all landlords should follow in helping to maximize safety for students and community members in the area that surrounds our campus. He is also going to encourage them to pursue the new grant program.

Here are also some key facts regarding Campus Safety Services at Temple.

- State-of-the-art technology is used in almost every facet of Campus Safety Services’ operation. For instance, in the Communication Center, more than 1,000 cameras positioned all around campus are monitored on a 24/7 basis. CBS3 recently covered the department and how technology plays a role in helping to keep campus safe.

- On Feb. 14, Temple launched RAVE Temple Guardian, a new one-touch personal safety mobile app that allows students, faculty and staff to connect directly with Temple University Police.
• TUalerts are used to communicate information about something occurring that requires immediate action on the part of the campus community. These are only sent when there is an imminent public safety danger, and these only cover Temple’s patrol zone.

• Temple’s Main Campus patrol map can be found here (https://safety.temple.edu/services-programs/main-campus-patrol-map). The university does not have jurisdiction to increase the patrol zone beyond these borders.

- Stephen Orbanek (/writer/stephen-orbanek)

RELATED STORIES


College Police & Emergency Information

The primary role of College Police is to provide assistance and campus protection to students, employees and visitors. Other responsibilities include:

- Protecting district and personal property
- Providing assistance with disabled vehicles
- Managing lost and found property
- Identifying safety hazards
- Giving presentations about safety and crime prevention

College Police has established relationships with neighboring businesses and works closely with the Phoenix Police Department to ensure campus safety. Community members are encouraged to report all suspected crimes and unusual or suspicious activities and emergencies.

Separately, the College Police have adopted the Standard Response Protocol when dealing with various types of emergencies. Click on the link to the right or watch a video to learn more.

Security & Access to College Facilities

Identification cards are issued to enrolled students. College Police encourages students to carry these cards at all times while on campus. The identification card indicates that the bearer is a member of the student population.

GateWay students can go to Enrollment Services, located in the IE Building, for more information. Maricopa Skill Center students can go to Student Services at the MSC campus.
Reporting Crimes & Other Emergencies

Students, employees and others are encouraged to report any criminal activity or emergencies that occur on campus to College Police. In emergency situations, Dial (480) 784-0911.

RAVE Guardian

Students, faculty and staff are encouraged to download the new RAVE Guardian app to help report crimes and other emergencies as well as for personal safety. To learn more about RAVE Guardian, click here.

Responding to Criminal Activity & Emergencies

- College Police or a Phoenix police officer will respond to each report of criminal activity.
- The Phoenix fire department will respond to reports of fire or medical emergencies.
- GateWay College Police responds administratively if any reported sexual assault or other criminal offense involves a student or employee as the alleged offender.
- Victims may submit a written, signed statement detailing an incident to the Dean of Student Services.

Evacuation

In the event of an evacuation, it is critical that all people exit the buildings in a safe and orderly manner. The signal to evacuate is normally given by fire alarm. During a natural/propane gas emergency, the signal will be given verbally. View the following links for more details:

- How to effectively handle on-campus emergencies

Clery Act Crime Statistics

The Clery Act Crime Statistics information represents a general description of GateWay Community College’s security and safety policies and programs, and the crime statistics for the most recent calendar year and the two preceding calendar years.

Weapons

Possession or use of firearms on campus is strictly forbidden. Except as noted below, pursuant to ARS §12-781, this policy shall not prohibit a person from lawfully transporting or lawfully storing any firearm that is both locked in the person’s privately-owned vehicle or in a locked
compartment on the person's privately-owned motorcycle, and not visible from the outside of the motor vehicle or motorcycle.

Escorts

Escorts are available to students, faculty and staff. Requests may be made to College Police by phone at (602) 286-8911.

Parking Requirements

Parking decals are not required for students and employees wishing to park in non-designated parking areas. Employees wishing to park in designated employee parking areas must first obtain a parking decal from College Police. Upon issue, the parking decal should be placed on the lower left side of the front windshield.

Drug & Alcohol Policy

GateWay complies with the Drug Free Schools and Communities Act and all state laws. Possession or consumption of alcoholic beverages on campus is prohibited.

Campus Sex Crime Prevention Act (Arizona sex offender notification law)

The Campus Sex Crimes Prevention Act mandates that convicted sex offenders, required to register under state law, must also disclose their association with institutions of higher education when applicable. Specifically affected are those registered sex offenders who attend as students, are employed by or employed at, or volunteer at institutions of higher education. The Arizona Department of Public Safety (DPS) has established the Arizona Sex Offender Information Center according to the requirements of ARS 13-3827. Arizona DPS is responsible for the maintaining the site and annually verifying the addresses of all registered sex offenders. For more information visit: www.azdps.gov/Services/Sex_Offender.

GateWay Community College Police may notify the campus community of a sex offender as required by law. The notification process could be through safe GateWay College Police web page and/or safety alerts posted on campus.

OK
Prospective GateWay students (at all campuses) who are registered sex offenders are expected to self-disclose their status to the college’s Police office prior to the start of the term. In addition, a mandatory meeting with the Dean of Enrollment Services will occur prior to the start of classes or program.

**College Police Emergency**

Phone: (480) 784-0911

**College Police Non-Emergency**

Phone: (480) 784-0900

**College Police Business**

108 N. 40th Street, Phoenix, AZ 85034
safety@gatewaycc.edu
Phone: (602) 286-8911

**Hours**

24 Hours, 7 Days a Week

**District Police**

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**Locations**

**Washington Campus**
108 North 40th Street
Phoenix, AZ 85034
(602) 286-8000

**Central City**
1245 East Buckeye Road
Phoenix, AZ 85034
(602) 238-4350

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**18th Street**

OK
SERVICES & PROGRAMS

Whittier College students and employees are encouraged to take advantage of special programs and services offered to promote safety and security at Whittier College.

A.L.I.C.E. Institute Active Shooter Training

The Department of Campus Safety has partnered with the ALICE Training Institute to provide the College community with an interactive active shooter training program. ALICE prepares individuals to respond to the threat of an active shooter with the use of five strategies: Alert, Lockdown, Inform, Counter, and Evacuate. As stated in the ALICE Training Institute’s website, “ALICE teaches individuals to participate in their own survival, while leading others to safety. Though no one can guarantee success in this type of situation, this new set of skills will greatly increase the odds of survival should anyone face this form of disaster (ALICE Training Institute, 2015).

ALICE training is offered to Resident Advisors during their summer orientation program, once a year. The program is also available to other organizations and departments upon request.

Authorized Driver Program

The purpose of the Authorized Driver and Vehicle Fleet Safety Policy is to establish guidelines for safe operation of vehicles, both motor and electric, used for College business. This policy establishes the methods by which the Whittier College Vehicle Fleet Safety program will be implemented and maintained. It is the intent of these guidelines to prevent injury to students, employees, and guests, to protect on-campus pedestrians, to reduce damage to College property, and to provide safe driving standards for all College vehicle operators, and their passengers. This policy applies to all employees, faculty, staff, and students driving, or supervising the operation of College owned, rented, or leased vehicles.

- College employees who contract services, and/or utilize drivers or sub-contract services (utilizing drivers), for College events (such as Commencement, Conference Services, Student Services, Alumni Functions, etc.) are expected to ensure compliance with this policy for events under their supervision/planning direction.
- Contracted service providers must be able to provide evidence/certificate of safe driving standards.
- This program provides for initial and annual review training for all individuals who operate and/or oversee the operation and use of vehicles.
- Under the Authorized Driver policy, all students, faculty, and staff must submit an “American Driving Record (ADR)” form to Human Resources, annually, for a driver’s record check. Once this is approved, a “behind-the-wheel” electric vehicle test must be scheduled through the Department of Campus
Security Awareness & Crime Prevention Programs

Security awareness and crime prevention programs offered each academic year include date rape and sexual assault programs, a Campus Safety-sponsored theft prevention program, Operation Identification (engraving valuables) and personal safety discussions with Campus Safety. In addition, alcohol and drug education programs are offered throughout the year, including a Resident Advisor in-service presented by the Campus Safety Department. A summary of Campus Safety incidents are published monthly in the Quaker Campus.

Students are encouraged to lock their doors and invest in personal property insurance. The College will make reasonable efforts to protect students’ property. However, the College is not liable for loss, theft or damage of any property belonging to residents.

Residence Hall Safety & Security

Whittier College residence halls are considered private property. Detailed information regarding residence hall security and safety procedure is discussed at floor and hall-wide meetings held at the beginning of each academic semester and periodically throughout the year. Specifically, staff members are not permitted to unlock a door for anyone other than the resident of the room. Illegal entry into a student’s room may result in loss of housing privileges. Propping open exterior residence hall doors is forbidden.

Health and Safety Inspection

Each residence hall is inspected thoroughly for health and safety reasons each semester by the Assistant Director. Maintenance personnel follow up with safety concerns in and around residence halls on a daily basis. Lighting is inspected monthly by campus patrols and whenever a Maintenance Department request for inspection and replacement is received.

Campus Safety Department's Interagency Relationships

Campus Safety is authorized by the California Penal Code Section 837 and Whittier College to make private person arrests. Campus Safety communicates regularly with the Whittier Police Department’s patrol, investigation and crime prevention officers.

Emergency Call Box System

Whittier College currently has 10 emergency call box systems, also known as “blue-light emergency phones”, deployed across various locations on campus. These call boxes can be used to report criminal activity and any other types of emergencies requiring immediate Campus Safety assistance simply by pressing the button on the box.

Fire Safety Training

Each summer, the Fire & Life Safety Division conducts annual training for the Resident Advisors and Residential Life professional staff. Training covers:

- Fire prevention
- Current trends and national statistics of fires and causes on college campuses
- Building evacuations and emergency preparedness
- Life safety systems
- Hands-on fire extinguisher training

Fire Safety training is available to all students, staff, and faculty and can be customized for particular departments.

First Aid and C.P.R

First Aid, CPR, and ED certification courses are held annually for Department of Campus Safety personnel.
First Aid, C.P.R./A.E.D certification courses are held annually for Department of Campus Safety personnel. These classes are also available to the College community. The certification course is normally completed in an eight hour time frame, depending on the class size. The classes begin with an introduction and course overview. All students are encouraged to take notes during the video segments, as well as participate in the hands-on exercises. Each student is also required to perform proper rescue breathing, C.P.R. chest compressions and the “Heimlich” maneuver. Each segment has a step by step training video that helps students utilize and learn fundamental steps for learning each lifesaving technique.

For more information on the First Aid and CPR program, please contact Ofcr. Fabian Perez at fperez1@whittier.edu

Poet Monitor Program

Whittier College has a policy that precludes anyone from attending any social or official college function under the influence of alcohol. If it is determined that an individual is intoxicated to the point that they may not be able to care for themselves or the safety of others, the College may assign a Poet monitor. This individual will become a monitor in a location determined by Campus Safety or Whittier College official (or designee), until such time that it is determined that the intoxicated individual is no longer a danger to themselves or others. Students are required to remain with the Poet Monitor until released by Campus Safety or Whittier College official (or designee). Typically, students will be released when their BAC is 0.08 or below. A $100.00 fee will be assessed and a letter will follow advising the student of this charge. Students will also be billed for any damage or required cleaning that occurs while being monitored. As with all disciplinary situations, the incident will be forwarded to the Associate Dean of Students for follow up action and review.

Rape Awareness Defense (R.A.D.) Course

Certified Campus Safety personnel instruct a one unit course, available to registered students, in Women’s Self Defense every semester. The self-defense course follows the guidelines of the R.A.D. (Rape Aggression Defense) Systems of Self Defense, which is an official self-defense training program of the National Academy of Defense Education.

The course instructors attempt to provide students with information, tactics, and considerations that may be useful for various types of abductive encounters perpetrated against women. During the course, students will participate in classroom discussions that are designed to increase awareness and education. Students will also participate in the learning of defensive tactics and techniques designed to provide options for women during an abductive encounter. A course final is conducted at the end of the semester, and each student is expected to demonstrate the many different options they were introduced to throughout the course. By the end of final, students will display an increase in confidence and awareness.

R.A.D. is offered or Whittier College students or as an educational program for the College community. To schedule a RAD training seminar for your group please contact Campus Safety at 562.907.4211.

Safety Committee

Emergencies such as power outages, earthquakes, and violent crimes happen everywhere. Whittier College is committed to ensuring that all students, faculty, and staff live, learn, and work in a secure environment. Toward that end, Campus Safety continually reviews its emergency management procedures, which involves refining processes designed to deal with various types of emergencies and monitoring developing events and issues in a rapidly changing environment. To assist with this task, the Director of Campus Safety and Safety and Compliance Coordinator co-chair an Environmental Health and Safety Committee. The Environmental Health and Safety Committee meets monthly to review policy, discuss safety programs, review emergency preparedness plans.

Safety Tours

The Department of Campus Safety conducts these tours in conjunction with Facilities and Residence Life staff. The tours take place during a range of shift/hours to better gauge the day-to-day operations and to identify potential hazards to the safety of students, faculty, staff, and visitors on the college campus as well as student residential areas.
UHV Safety Plans

Safety plans provide tips and suggestions for real world and online safety issues. The Title IX and Equal Opportunity Coordinator can provide interactive safety planning services based on your personal situation.

Each safety plan below is intended to help support your own efforts to stay safe. The plans are not designed as one-size-fits-all checklists, but as a list of ideas and suggestions for you to choose from.

On-Campus Safety Plan (non-residential)

Residential Safety Plan

Technology Safety Plan

You may also want to consult one of the campus service providers or off-campus service agencies.

Rebecca Lake

Title IX and Equal Opportunity Coordinator
University of Houston-Victoria
3007 N. Ben Wilson St.
University West, Room 116
Victoria, TX 77901
(361) 570-4835

Safety Alert: Computer or phone use can be monitored and is impossible to completely clear. If you are afraid your internet usage might be monitored, exit this page, clear your browsing history and contact the Title IX & Equal Opportunity Office or another service provider from a safe device. The Title IX & Equal Opportunity Office can provide you with a paper safety plan or discuss safety options by phone or in-person.

On-Campus Safety Plan

Safety for Everyone including:

- Trust your instincts
- Emergency contact information
- Commuting
- Safety in numbers
- Campus orders and trespass warnings
- Academic support
- Stalking log
- Phone safety
- Self-defense classes
- Medical care

Questions about Safety Options including:

- What can I do if an abuser violates a Protective Order, a No Contact Order or a Criminal Trespass Warning?
What can I do if an abuser is following me all around campus?
What if all of the abuse is happening online only?
What if my car or parking place does not seem safe?
What if I am going to an unfamiliar location?
What steps are available for workplace safety?
What if someone at work is the person who is bothering me?

Campus safety (UHV)

- Title IX and security support services
- Title IX and campus counseling services
- Additional Title IX services (workplace, classroom, living and more)
- Bring an advisor
- Location planning for safety
- Public phone access
- Additional personal precautions (alternate routes and more)
- Safety consultations
- Limit access to your school directory information

Campus safety (non-UHV)

- Safety planning for various locations
- Public phone access for various locations
- Additional personal precautions for various locations
- Limit your public information

Residential Safety Plan

- Secure doors and windows
- Identify escape routes
- Secure any weapons
- Find safer areas of your home for possible incidents
- Code words for safety
- Find emergency shelter before you need it
- Post Office Boxes for privacy
- Emergency bags and recommended content
- Vehicle parking
- Right to leave a relationship
- Right to financial independence
- Planning for safe end to relationship
- Alcohol and drugs in the home

On-Campus Residences

- Securing shared dorms or suites
- Changing locks on campus
- Concerns for threatening behavior in campus residences
- Campus residence safety changes
- Room changes for safety

Off-Campus Residences
- Law enforcement walkthroughs
- Legal consults on housing rights
- Change non-secure locks
- Replace non-secure doors or install security systems
- Alert neighbors or apartment managers

**Technology Safety Plan**

- No pressure to share passwords
- Memorize emergency numbers
- Evaluate your accounts and devices for safety and privacy
- Consider changing to safe devices
- Preserve electronic evidence
- Update passwords
- Consult with a professional
- Phone service provider options
- Request a new phone number
- Screen calls at workplace
- Borrow a safe phone
- Check privacy settings
- Remove personal data online
- Right to information privacy
- Warn friends or family about possible spam requests

**On-Campus Safety Plan**

**Safety for Everyone**

My safety is important. I will trust my judgment and my gut. I have a right to ask for help from law enforcement if I feel I am in danger or if someone has harmed me.

I should treat all threats, direct and indirect, as legitimate and seek help immediately.

I can change my emergency contact information from my abuser to someone I trust.

- The following entities may have requested an emergency contact: my childcare provider(s), landlord, insurance companies, employer, school, doctor, dentist, counselor, pharmacy, university housing, the registrar, travel agent, veterinarian and others.

Campus police can help me learn restricted access hours. That way if I need to get into a building during an emergency, I will know which buildings are open.

I can consider general options for safe commuting.

- Consider your route as well including how public it is and if there are people or buildings you could go to for help in an emergency.
- Also consider best times of day for travel and security options (officer escorts, camera placement, more public locations, etc.). Consider changing your normal routines so that your schedule is not predictable.
- Consider making a separate list of off-campus commuting options and picking the safest options before your commute.

**Walking**: Options for safe transportation.
In addition to the previous options, consider planning your routes at times when friends can join you. Consider sharing a safe word with friends so that you can say it in an emergency if you need to leave an area but you are afraid your abuser might overhear.

Campus Shuttle: Options for safe transportation.

- So you do not get left without a ride, check the campus shuttle schedule for each academic term. Find UHV’s shuttle schedule.
- Also consider best times of day and sharing a safe word with friends in case you have an incident while waiting for or riding the shuttle. Always dial 911 in an emergency.
- Also consider changing your normal routines so that your schedule is not predictable.

Riding with Friends: Options for safe transportation

- Consider persons you feel safe traveling with.
- Consider a safe word to use with friends as previously described.
- Consider safety in numbers.
- Consider changing your normal routines so that your schedule is not predictable.

Personal vehicle: Options for safe transportation

- Consider your route, the safety of the parking areas and changing your schedule so it is not predictable.
- Consider parking in well-lit or monitored areas. Always lock your vehicle.
- When approaching your vehicle, check your back windows and backseats to make sure no one has broken into the vehicle while you were gone.
- If your vehicle has been damaged or broken into, report to campus or local police so that evidence can be preserved. Do not approach the vehicle if someone could still be present or hiding inside.
- If you have a stalking concern, consider checking your vehicle for devices that could transmit its GPS location.

Hired vehicles (Taxi, Uber, Lyft, etc.): Options for safe transportation

- Travel with friends for safety in numbers.
- When the vehicle arrives, consider sending someone you trust a description of the vehicle and driver. If it is a taxi, send the taxi number.
- Always consider sending someone you trust your expected arrival time and destination. Consider arranging to text or call them when you arrive, and confirming that they will contact police for a welfare check if you do not respond. Consider giving them a secret all-clear code word so that if the driver takes your phone, they cannot fake a reply from you.
- Avoid drivers that appear to be operating without a license or means of electronic tracking.

Public transportation: Options for safe transportation

- Always check the maps and schedules ahead of time so you do not end up in the wrong area by accident or left without return transportation.
- Based on your comfort level, sit in areas near the driver, other passengers, and/or the exit. Avoid seats where you could be easily cornered or blocked.
- Travel with friends for safety in numbers.

For safety in numbers, I can take my friends with me to places on campus or I can request a security escort by calling campus security.

I can request a trespass warning from the campus police that can cover all or parts of campus. Campus police will evaluate my request along with whether the other person has legitimate business on campus or part of campus.
• For example, Student A lives in campus dorms and the alleged abuser, Student B, does not live in campus housing. Student A can request a trespass warning specifically for campus housing. Student A could also request a trespass warning for a specific building in housing.

If I have a No Contact Order issued by the Title IX Office, I can give a copy of it to campus police/security.

If I do not feel safe in my classes or on campus, or the abuse is affecting me in the classroom, I can request academic support measures through the Title IX Coordinator. The Title IX Coordinator will discuss options with me so that my academic activities are not negatively affected.

If I think I am being stalked, I can keep a stalking log which is a list or record of all the incidents of stalking. I can also preserve evidence (names of witnesses, screenshots of messages, police report numbers, etc.) so that if I need help from police or a Court, I can present a full history of the danger.

I can consider changing passwords or my phone, especially if the person ever had access to my unlocked phone. I can also complete the UHV Technology Safety Plan to learn more about ideas for safe use of technology.

• Consider changing phone numbers if the person is contacting you, or options that you can use to block their calls and messages.
• Also consider options that will allow you to preserve evidence of unwanted calls or messages.

I can research options for a self-defense class to learn techniques to defend myself in a violent situation. Local law enforcement agencies often offer classes. As of summer 2019, the Victoria Police Department operates a RAD Self Defense Program.

I can learn about the nearest hospitals in case I am injured. I should tell the doctor about all of the injuries and be honest about the causes so they can provide accurate medical help.

Questions about safety options

What can I do if an abuser violates a Protective Order, a No Contact Order or a Criminal Trespass Warning?

• If a person violates a Protective Order, a No Contact Order or Trespass Warning, you can call campus security. Always call 911 for an immediate response in an emergency situation. You can also call 911 if you are not on campus or if you feel unsafe. You can also report a violation to the Title IX Coordinator.

What can I do if an abuser is following me all around campus?

• If your abuser is showing up at your classes, dorm, work or internship on campus, or just always seems to be where you are, that could be stalking. If you think s/he is stalking you, you can call campus police or talk to the Title IX Coordinator. You can also call 911 in an emergency.

What if all of the abuse is happening online only?

• Online abuse is also covered by UHV campus policies. You can contact the Title IX Coordinator or campus police for more information. You can also complete the Technology Safety Plan for more safety tips.

What if my car or parking place does not seem safe?

• You can park your car in a different place than you normally would if you feel the abuser knows where your car is or might damage your car. You can change the locks on your car if the abuser has a key or look into installing an alarm system. You can also ask campus police about recommendations for safe parking areas.
What if I am going to an unfamiliar location?

- To help you feel safe going to parties or social events, you can ask your friends to go with me. If you run into your abuser, you can have a code word with your friends that means you have to leave with one of them. You could also call a campus security escort on campus, or 911 for an emergency.

What steps are available for workplace safety?

- If you work on campus, you can inform your supervisor about the situation in case a workplace emergency happens. The Title IX Coordinator can help you safety plan for the work environment. Campus security services are also available to employees by contacting 361-570-HELP (4357). Always call 911 in an emergency.

What if someone at work is the person who is bothering me?

- You can inform my supervisor about the situation. The Title IX Coordinator can also help offer options for workplace safety such as No Contact Orders, workplace changes or other case-specific measures.

UHV safety options (for those who use UHV properties and services):

I can request to meet with or speak to the UHV Title IX & Equal Opportunity Office ("Office"). If I choose, the Office can help connect me with campus law enforcement.

- Some ways that the Office can help you with safety options include setting up a meeting with campus law enforcement/security, arranging for a classroom/work safety plan or helping you to change campus housing.
- On your request, the Office can send a copy of your concerns to campus police/security and help arrange for security escorts in areas and times of concern.
- You can also meet with campus police/security independently. For campus security in a non-emergency, call: 361-570-HELP or 361-570-4357 (Victoria) or 281-396-3777 (Katy).
- Communications to campus police can include a request for a criminal trespass warning against individual(s) who do not have legitimate business on campus, where there is a safety risk.
- Campus police/security are not a substitute for emergency response, and you should always call 911 in an emergency.

The UHV Title IX & Equal Opportunity Office can also help connect me to counseling services.

- On your request, the Office can send a copy of your concerns to the UHV Counseling Center. This may help expedite an appointment.
- You can also meet with campus counselors directly by calling 361-570-4135 or visiting University Commons, Second Floor, Suite 2108 (inside the Library).
- Benefits eligible employees can contact the Employee Assistance Program at (713) 500-3327 or (800) 346-3549 (toll free) for counseling or legal referrals among other services.
- Off-campus services are also available.

The UHV Title IX & Equal Opportunity Office can offer additional services to help me stay safe on campus.

- On your request, the Office can consider workplace safety options, classroom changes or a change in living assignment.
- On your request, the Office can also share your concerns with other impacted parties who can help you make safety changes. Examples are supervisors, roommates, faculty or others.

When I meet with the UHV Title IX & Equal Opportunity Office, I have the right to have an advisor present.

When selecting study or recreation locations, I can consider the following location-based safety issues:
- Is there more than one entrance? Do I know where all the exits are?
- What about the options for restrooms? Are they isolated? Are there any single-use bathrooms with locks nearby?
- Does the building require access cards or can anyone access the building?
- Is there a reception desk where I could get help?
- Is it safer at certain times of day or night? Are there more people or employees present? Are certain areas of the building locked after hours?
- Are there security benefits to this location? Examples: high staff or officer presence, camera placement, more public, etc.
- Do I have a safe way to access the building? Examples: nearby parking or shuttle.
- Consider using areas you feel are more safe more often and changing your normal routines so that your schedule is not predictable.
- Create a list of locations you visit on campus so that you can evaluate each location based on your particular needs and concerns. Compile a separate list of off-campus locations.
- If you still need to access a building you feel is not safe, take extra precautions. Consider asking for a security escort or for accommodations through the Title IX & Equal Opportunity Office. If you are not sure about a building, find out more information or contact campus police/security.

I can learn where the nearest **public phones** are located in case of an emergency.

- At UHV, emergency call boxes are located in the University West parking lot as well as the Jaguar Suites parking lot. They provide instant contact with UHPD. The call boxes are either pole or wall mounted, are blue in color, and have "Emergency/Information" signs above them. The call boxes also have a blue light on the top for increased visibility.

I can consider where my abuser likes to go and take **additional precautions**.

- This safety topic is for safety planning purposes only and is not intended to limit your academic, housing, or workplace activities. Consider all of the places on campus where you know your abuser visits: Also consider the general safety considerations listed in the previous topic.
- Consider making a list of off-campus locations and evaluating the safety pros and cons.
- Consider specific areas such as floors, halls, rooms or stairwells. Consider alternate routes and avoiding areas of concern where possible.
- If you do not want to or cannot avoid these places, consider taking your friends with you or requesting additional security measures through the Title IX & Equal Opportunity Office or campus police.

I can evaluate whether I need additional safety options on campus.

- Based on general safety concerns and any personal circumstances, you can make a list of campus locations and mark those that may be **unsafe** or places where you may need to take extra precautions. Consider locations like Jaguar Hall (residential and private study areas), Jaguar Hall Dining, Jaguar Court, Jaguar Suites, University West, University Center, University North, UHV/VC Library, UHV/VC Student Center, and Shuttle Services.
- Safety consultations are available from the Title IX & Equal Opportunity Office as well as campus police and security.
- This list is for safety planning purposes only and is not intended to limit your academic, housing, or workplace activities.

I can restrict access to my **school directory information**.

- **Students**: A student can update their records by logging into Student Self-Service (see Campus Personal Information/Privacy Settings) to place a privacy restriction on their records. The student may also notify the Office of the Registrar and Student Records in writing at 3007 N. Ben Wilson, Victoria, TX 77901, or submit a form in person at the Office of the Registrar (University West Building, Room 122), or by fax to (361)580-5545.
• **Employees:** I can request for my campus directory information at UH to be confidential. I can make a request to the Title IX & Equal Opportunity Office, which will work with me and other departments on campus to remove my contact details from the website.

**General safety options (for non-UHV students, employees or visitors)**

I can make a list of all of the buildings or places that I go and **evaluate safety concerns**.

- Consider the safety issues below, and then circle the buildings or places that you feel are safe, cross out the ones that do not feel safe and find out more information if you are not sure. For the ones you cross out, if you still need to go to those areas, take extra precautions or ask for safety services such as a security escort.

- **When selecting study or recreation times and locations, consider the following location-based safety issues:**
  - Is there more than one entrance? Do I know where all the exits are?
  - What about the options for restrooms? Are they isolated? Are there any single-use bathrooms with locks nearby?
  - Does the building require access cards or can anyone access the building?
  - Is there a reception desk where I could get help?
  - Is it safer at certain times of day or night? Are there more people or employees present? Are certain areas of the building locked after hours?
  - Are there security benefits to this location? Examples: high staff or officer presence, camera placement, more public, etc.
  - Do I have a safe way to access the building? Examples: nearby parking or shuttle. Or, do I have to walk alone through isolated areas to get to the building?

- **Consider using areas you feel are more safe more often and changing your normal routines so that your schedule is not predictable.**

I can learn where the nearest **public phones** are located in case of an emergency.

I can consider places around campus that my abuser likes to go and take **additional precautions**.

- **This tip is for safety planning purposes only and is not intended to limit your academic, housing, or workplace activities.** Consider all of the places on campus where you know your abuser visits as well as the general safety issues for locations listed above. Evaluate which locations seem safe and locations where you may need to take additional precautions.
  - Residence buildings
  - Academic buildings
  - Libraries
  - Student Centers
  - Athletic facilities
  - Dining halls
  - Shuttle services

- **Add a separate list of off-campus locations.** Also consider specific areas such as floors, halls or rooms. Consider alternate routes and avoiding these places where possible.

- **If you do not want to or cannot avoid these places, consider taking your friends with you or requesting additional security measures or campus accommodations.**

I can request to restrict access to my **school directory information**. I can also limit public information about my locations.

- Contact your Title IX Coordinator, student records office or employee human relations office for more information.
Consider other places where your information may be publicized including social media, workplace directories and more. You have a right to limit public information about your day-to-day activities and locations to protect your personal safety.

Residential Safety Plan

For general safety, I can keep my door and windows locked and ask any roommates or family members to do the same.

- If I live in shared housing, I can keep my bedroom door locked in case my roommates have unexpected visitors or leave the main door unlocked.

I can identify escape routes out of my residence. If I have children, I can teach them how to safely escape and seek help.

- Consider a second (backup) exit plan in case the person you are concerned about discovers the first route.

I can attempt to keep weapons, such as guns and knives, locked away and harder to reach for a possible abuser.

I can identify safe areas of my residence where there are no weapons and there are ways to escape. If an argument or an incident happens, I can move to those areas.

- Look for rooms with soft surfaces and not hard edges. Try to avoid Bathrooms and Kitchens (those rooms tend to have tile or hard flooring, sharp objects and edges).
- Don’t run to where any children are, as the person may hurt them or use them to threaten you.
- Include all members of the household in safety planning (including roommates and children). Warn roommates of the danger; for example, if a stalker has focused on you, that does not mean they will not harm your roommate if they see an opportunity. Tell them to take extra precautions with children and pets.

I can share a code word and gesture or signal with my friends, neighbors, roommates or RA that means I need immediate help and to call police.

- Consider a signal or normal-sounding word or phrase for a code word, because if someone breaks into your residence, you may not be able to speak freely.

If I need emergency shelter off campus, I could identify friends with room ahead of time, or I could contact an emergency hotline.

- At UHV, the Title IX & Equal Opportunity Office provides campus emergency cards with essential campus services and hotline information to all employees and students on campus.
- Sometimes individuals do not feel comfortable seeking services through their school, or they are afraid the person will still be able to locate them in campus housing. Off-campus resources may be able to provide additional, confidential services.

I can rent a post office box or use the address of a friend for my mail (be aware that physical addresses may be reported on restraining orders and police reports).

- Also consider state resources to have a confidential address set up for your public records. Learn more about Address Confidentiality Programs from the Stalking Resource Center.

I can pack a bag with important items so I am ready if I need to leave quickly. I can put the bag in a safe place, or give it to a friend or relative I trust for safekeeping. Consider including items such as:

- Form of identification and social security card;
- Financial information and way to access money.
Copies of legal documents (like protective orders, rent agreements or property deeds, car registration and insurance, medical records and insurance, paystub or other work records, passport, divorce and custody files, and licenses).

List of emergency contacts, shelter locations, doctor information, hotlines and local law enforcement. Include a copy of your contacts in writing in case you lose your phone, or back up a copy of your phone contacts to a second location.

Medications, medical records and tax returns.

Extra set of house and car keys.

Pay-as-you-go cell phone.

Changes of clothes.

If you are being stalked, consider keeping a copy of your stalking evidence (e.g. log of events, witness names, copies of screenshots, photos of injuries, etc.).

You may also want to take photos of any valuable assets.

You can consider getting a safe deposit box at a bank your perpetrator doesn't use to store copies of the paperwork listed above, as well as small valuable items.

If I have a vehicle, I can practice backing my car into parking spots or driveways and keeping it fueled. This will allow me to leave faster if an incident occurs.

If I share a relationship or a home with an abuser, I have the right to remain in or leave a relationship at any time for any reason. This is my choice, and no one else can make it for me.

If you need to safely vent about the relationship, consider possible safe spaces and people you trust.

At UHV, counselors in the UHV Counseling Center are confidential and available for free to students (call 361-570-4135). Benefits-eligible employees may contact the Employee Assistance Program for counseling resources (call 800-346-3549). Off-campus counseling and chat services are also available through national hotlines. Find more information at UHV Title IX & Equal Opportunity Website.

If I financially depend on the abuser, I can set a personal goal for a deadline to open a private bank account (at a place my abuser does not bank) and start saving for independence.

Remember to set the account to only send notices to a secure address, such as a post office box, so that the abuser does not learn about the account through mailings.

If you have a joint checking account, you can consider opening your own checking account and storing money there. Any adult has the right to open their own bank account, even if they are married or dependent on another person.

In abusive or controlling relationships, it is common for the abusive partner to get control of all of the money. Often, an abusive partner will not allow their partner to work outside of the home or talk to family and friends.

Even if you do not have any money, you can find the closest shelter by calling the 24-hour National Domestic Violence Hotline for free at 800-799-SAFE (800-799-7233). You do not have to pay money to stay at a domestic violence shelter. Many domestic violence shelters can help you pay for a ride to the shelter.

If I decide to end the relationship, It may not be safe for me to end the relationship in person or at home where I am more isolated. I can tell the abuser by phone, message, or in a public location.

Also consider arranging for the safety of any children or pets beforehand and have copies of any essential documents.

Consider sharing how and when you plan to end the relationship with a trusted person who will know to check on you afterward.

Consider precautions in how you plan to leave the relationship. Avoid leaving information about your support or plans in a place that you abuser may find them.
For **alcohol and drugs in the home**, I can consider safety planning for how to respond if my abuser is using drugs or alcohol as well as consider risk factors.

- Drug and alcohol use can heighten emotions and exacerbate already dangerous situations. Inebriation can intensify unhealthy relationship dynamics and trigger rapid mood changes. Drug and alcohol use can also make it more difficult to leave dangerous situations due to impairment, especially if you or your ride are unable to drive.
- Abusive partners may also use drugs and/or alcohol to increase your vulnerability to sexual assault, having unsafe sex, physical assault, or addiction.
- Being abused is never your fault; however, being aware of the risk factors associated with drug and alcohol use can be used as part of your safety planning.

**UHV On-Campus Housing Safety Options**

I can keep my **door and windows locked** and ask my roommates to do the same. In residences with suites, I can keep my bedroom door locked in case my suite mates have unexpected visitors. If my bedroom does not have a lock, I can request one through my Title IX Office or campus housing.

- At UHV, **All Jaguar Suites residences should have bedroom door locks. Contact campus housing immediately if any of your residence locks are not working properly.**

I can change my locks, especially if the person has had access to my keys. I can also check and fix any broken windows or doors. I can ask campus police/security to do a security check of my room.

- **At UHV, campus housing has services to update locks or to relocate students to alternate housing for safety reasons.**
- **The campus police or the Title IX & Equal Opportunity Office can help to expedite requests to have locks changed for safety reasons.**

If I am worried about a particular person who is a threat, I can **tell my RA** about the situation ask them to warn me and call police/security if the person shows up at my housing. I can also tell campus police/security that the person should not visit me on campus.

- **Consider warning roommates of possible danger.**
- **If the person is in the room with you, you may not feel safe to ask for help. Consider telling an RA or friend ahead of time to call police or security if that person comes to your residence.**
- **If possible, consider providing campus police with a photo of the person or description any vehicles they may drive.**
- **If the person has no reason to be on your floor or building, consider asking campus police for a criminal trespass warning or for the Title IX Coordinator to issue a stay away order.**

I can ask what other **living changes or precautions** might be available, and the Title IX & Equal Opportunity Office can also help identify housing changes.

- **At UHV, the Title IX Coordinator can discuss more case-specific safety planning and housing security options. The Coordinator can also help you send notices to campus housing or campus police/security or request services through those offices.**

If I no longer feel safe in my residence, I can call campus police/security or talk to the Title IX Coordinator about my housing options.

- **Title IX Coordinators can help arrange for alternate campus housing based on safety concerns.**

**Off-Campus Housing Safety Options**
I can ask law enforcement to do a **security check or walk-through** of my residence. Contact your local law enforcement office for more information.

I can seek **legal consultation** to find out the options about **breaking my lease** if I do not feel safe in my rental home or apartment. The Texas Advocacy Project provides free hotline services with legal advice for domestic violence, sexual assault, and stalking by calling 800-374-HOPE (800-374-4673).

- Other service agencies may also be able to help you learn about local or state laws that help victims of crime. They may also have more information about safe housing standards or your tenant rights.
- Per Section 92.016 of the Texas Property Code, you may have the right to break your residential lease without penalty, and sometimes without notice, if you are a victim of family violence. Contact an agency such as the State Bar of Texas Lawyer Referral and Information Service at 800-252-9690 or The Texas Advocacy Project at 800-374-HOPE for more information about your legal rights.

I can **change my locks**, especially if the person has had access to my room or home.

- I can consider installing solid core interior doors with dead bolts. If all keys cannot be accounted for, I can change the locks and secure the spare keys.
- I can also check and fix any broken windows or doors.
- See Section 92.153 of the Texas Property Code for lock requirements on rental properties in Texas that must be provided at the Landlord's expense.

I can consider **replacing wooden doors** with steel or metal doors. I can also look at installing **security systems** and a motion-activated light system if possible.

- Consider using a video surveillance system if you have reason to think the person has been to your home. Video evidence can be crucial to proving that someone has violated a Court's order or committed another type of crime.

I can tell my neighbors or apartment managers about the situation.

- If possible, consider providing them with a photo of the person or description of any vehicles they may drive.
- Ask your neighbors to call the police if they see the uninvited person at your home.

**Technology Safety Plan**

I never should be forced or pressured to share a **password** with anyone.

- Sharing passwords is not a sign of trust; it is a sign of lack of trust and a risk factor for possible abuse.

I can **memorize emergency numbers**, and make sure that 911 and trusted family or friends are on speed dial.

- Be prepared in case the person you are concerned about breaks your phone, steals your phone or otherwise interferes with your ability to call for help. Interference with an emergency call in Texas is a crime, and you can file a police report for interference if you experience this type of incident.
- If you may be in an abusive relationship, consider having a phone only you know about for emergencies or "burner phone" available or include it as part of your emergency supplies.

I can **evaluate all of my electronic accounts and devices**. I can consider if the account or device could have been compromised (password shared or easy to guess, signs of suspicious activity, left unlocked, etc.). I can review devices like phones, computers, email accounts, as well as apps or accounts that connect to online banking, online shopping, utility accounts, and anywhere my passwords or credit card information could be stored.
If the person you are concerned about had unlocked access to the device, the device is unsafe. While you can check to ensure that your web browser is not storing passwords and delete search history or browse in private mode, these steps may not be enough if you are dealing with a skilled stalker.

- Consider if the person could have had access or seen unlocked accounts, watched you type in a password or could easily guess your password.
- Never log into critical accounts from an unsafe device.

If my phone or account may have been compromised, I can consider **changing phones or devices**.

- Always use safe devices when researching things such as travel plans, housing options, legal issues and safety plans. Consider borrowing a safe device from a friend if needed.
- Cell phones can be a beacon, tracking your exact location in real time, so consider the risk of possible GPS tracking as well.

I can also **preserve evidence** before discarding an unsafe device.

- Also consider whether you want to keep a record of unwanted calls or texts and preserve evidence of the full history before discarding old phones.
- Consider possible applications to preserve evidence. For instance, a screen recorder, cloud storage and other recording applications may be useful. Always use safe, strong passwords for these services and do not link them to unsafe email accounts.

I can **change all of my passwords** if my accounts may have been compromised, and I can update my account-recovery numbers and emails to safe devices and accounts.

- Consider using a device the person has never had access to when changing passwords (in case they installed spyware on your previous device).
- Pick passwords that cannot be easily guessed.
- Consider opening an email account the person does not know about on a safe device and use that account for safety planning and sensitive communications.
- If you are worried the person will become suspicious and you feel you need to maintain appearances, consider if you want to keep unsafe accounts active with non-critical emails. However, you may want to balance risks such as identity theft or impersonation.

I could also consider having a **professional service** such as Geek Squad, located at Best Buy stores, examine my phone, computer, or other technology to see if they can detect spyware or malware.

- While this tip may be helpful, it also depends on the skills & knowledge of the person who may have accessed the device. If the skills & knowledge of the person examining the device is lower than that person, the examiner may not be able to detect all possible stalking techniques, software or applications.

I can contact my **phone service provider** to find out what other options are available such as call blocking, call waiting and other options.

- If you are receiving unwanted calls or messages, consider requesting caller ID and other privacy measures. Ask that your phone number be blocked so that if you call anyone, no one will be able to share your new, unlisted phone number.

I can consider getting a **new phone number** if blocking the unwanted caller is not sufficient.

- Consider changing phone numbers if the person is contacting you from multiple numbers, and other options that you can use to block their calls and messages. There are also services that provide a new number with call-forwarding. Some services require the person to record their voice before you answer their call. This can help you screen unknown numbers.
Consider leaving an old number active and connected to an answering machine or voicemail. Consider asking someone you trust or law enforcement to screen the calls, and save any messages from the abuser or stalker. These messages and call records, particularly those that are explicitly abusive or threatening, can be critical evidence.

**I can ask my workplace if it is possible to screen my calls.**

- If you are receiving unwanted calls at work, consider asking your supervisor if you can put the calls on speakerphone so that others can witness the calls, or have access to recorded calls to make a police report. You can also ask your workplace for a log of the call or record of the caller's information to report to police.
- If your workplace will not provide you with the information directly, share date & time information for the calls with law enforcement so that they can access the related records.

If the person may have continuing access to my phone or account, I can ask to **borrow a friend's phone or keep a secret phone** in a safe place to make essential calls.

- Remember that a person with access to your phone account may also look at your call and text history.
- Consider purchasing a pay-as-you-go phone that you keep in a safe place to allow you to make calls or use in an emergency.

**I can check my privacy settings regularly.**

- Sometimes privacy settings change and you may not realize what information has become public. Log out of the social media platform and test what you can find using a friend's account or a public search.
- You may also consider rideshare apps, such as Uber, to see if the person is listed as a trusted contact or if the function to share your itinerary with them is active. This may also apply to housing apps such as AirBnB.

**I can remove important personal data from social media.**

- Consider only posting things you want the public to see or know. Be protective of your personal information. Your phone numbers and addresses enable people to contact you directly, and things like your birth date, the schools you attended, your employer and photos with landmarks may make it easier for someone to find where you live, hang out or go to school.
- Consider avoiding posting GPS information online or "checking in" at businesses online. This type of information could be used to track your routines (for example, what park you exercise in, what coffee shop you have lunch at, etc.).

**I have the right to keep my life private.**

- You have the right to set boundaries and limits. Consider telling other people not to post personal information or your locations on social media. Ask people not to post or tag pictures if you are not comfortable with it, or set up your account so you have to approve all tags.
- You may also consider deleting or temporarily deactivating social media accounts or using an alias, when possible.

**Warn people about possible spam calls or emails.**

- If you are concerned that the person will seek out information about you such as work location, schedule or other private details, consider warning your friends or coworkers. Let them know that no one should release your private information to anyone, even if they claim to be a spouse or family member.
Is Binghamton safe? Concerned about downtown Binghamton safety? The safety of students and the entire campus community is of the highest priority at Binghamton University. Here are some of the ways the University aims to keep students, staff and faculty safe, both on and off campus.

**Police**

The New York State University Police (http://www.binghamton.edu/police/index.html) at Binghamton University is a fully empowered state law enforcement agency. University officers receive additional, on-going training to fit the needs of the campus environment.

"Our department consists of sworn police officers, building guards, student employees and civilian staff. We operate 24 hours a day from our station, which is located in the basement of the Couper Administration Building," said Police Chief Timothy Faughnan.

Binghamton Police Officer Dan Flanders (http://www.binghamton.edu/inside/index.php/inside/story/9352/binghamton-police-officer-committed-to-student-safety/) serves as a liaison between the Binghamton Police Department and off-campus students. Flanders focuses on alcohol and drug abuse awareness, civic responsibility and...
crime prevention. He also performs patrol duty in the areas of the city with the highest concentration of off-campus students. Flanders has an office located at the Downtown Center. He is always open to questions from students and parents via phone call or e-mail, and during his walk-in office hours.

Emergency communications systems

Binghamton University has installed numerous forms of fast and efficient communication to alert students and police of emergency situations.

There are 82 highly visible blue-light phones (https://its.binghamton.edu/its/catalog/blue-lights) placed around the University's main campus, as well as additional blue lights at the ITC campus and Downtown Center. These blue-light phones connect users directly to the University police dispatcher. Wherever you're walking on campus, you're never too far from a blue light.

Binghamton has also collaborated with Rave Mobile System to create B-alert (http://www.binghamton.edu/emergency/emergency-notification/text-alerts.html), which provides an emergency alert to students and faculty via text and e-mail. Other forms of communication (http://www.binghamton.edu/emergency/emergency-notification/notification-methods.html) during an emergency include the University web page alert, University cable channel 42, e-mail listservs (B-Line and Dateline) and an outdoor siren. There are also panic alarm buttons in several locations on campus, which allow for immediate communication with University Police.

After-dark programs
From midnight to 5 a.m., all gates, besides the main entrance, are closed to vehicular traffic. Vehicles that enter campus in this time frame must display a University decal or have a member of the University community in the car.

As soon as it gets dark, students don't have to worry about walking around campus alone. The University Police have launched a Safe Ride Program (http://binghamton.edu/police/safe-ride/on-campus.html) that utilizes student drivers under University Police supervision to provide a means for safe transportation.

If you're stuck at the library late at night and you're worried about walking back to your residence hall in the dark, use Safe Ride. The Safe Ride Van provides a 25-minute predetermined route to give students safe transportation around campus after dark. It's available from 9 p.m.-3 a.m. Just wait at any of its stops, located on the map.

University Police also offer a walking escort program (http://binghamton.edu/police/safe-ride/on-campus.html) that can be utilized both on and off campus. Whether you're walking from the Marketplace to Dickinson or the Downtown Center to your car, a student escort will walk with you. The program operates from 9 p.m.-1 a.m., and you can request an escort at any blue light.

Residence halls
Binghamton's residence halls (https://www.binghamton.edu/residential-life/living-oncampus/safety.html) are locked 24 hours a day and require key card access. Each living community maintains a campus watch program to make sure everyone is protected and safe.

Residential assistants are trained to help solve issues between roommates, floormates, friends and classmates. They work closely with residential directors to ensure safety in residence halls.

**Health and wellness**
Harpur’s Ferry is an award-winning student-volunteer ambulance service that works as a collegiate EMS agency out of Binghamton's campus. With both student and local volunteers on staff, Harpur’s Ferry provides medical assistance and ambulance transportation for medical emergencies.

Students who are struggling with mental health can visit the University Counseling Center (https://www.binghamton.edu/counseling/) to get help. The center serves as a haven for students who need help coping with stress, and promotes the psychological well-being of all students.

Downtown Binghamton alert system

Students that reside off campus can also register for a free community notification system, which delivers text message and e-mail alerts, to stay informed of public safety. These alerts include real-time public safety information, traffic updates and emergency notifications.

"Strengthening the lines of communication will help enhance the off-campus experience for our students," said Milton Chester, assistant dean for Off Campus Programs and Services.

Binghamton University has many programs and procedures to help ensure student and faculty safety. Remember to utilize these resources if you ever feel in danger. Stay safe, Bearcats.

For more information, contact the University Police by phone at 607-777-2393, or e-mail police@binghamton.edu.

Have questions, comments or concerns about the blog? E-mail us at social@binghamton.edu.
The safety of our students and the entire campus community is of the highest priority at Binghamton University, and we have developed comprehensive programs and procedures to help every member of the University community remain safe. Our safety efforts touch all facets of our students' daily lives, whether in a residence hall, classroom, dining facility, office or out and about on campus.

Campus Safety Measures

Safety in residence halls

- All residence hall doors are locked on a 24-hour basis, requiring key-card access. Security access telephones are located outside the main entrance of each residence hall. Guests, visitors or delivery persons can call students to let them know they are waiting outside the hall. Residents are responsible for meeting such callers and escorting them while they are in the building.

- A campus watch program operates in the residence halls, similar to community "neighborhood watch" programs.

- Resident assistants are trained to identify and seek solutions to safety and security issues between roommates, floor mates, friends, classmates, etc., as well as to properly respond to emergency situations. They work closely with residential directors and our Office of Residential Life (/residential-life/contact.html), the University Counseling Center (/counseling/), University Police (/police/), Environmental Health and Safety (/ehs/), Emergency Management (/emergency-old/), emergency medical services and local first-responders including Harpur's Ferry, our award-winning student volunteer ambulance service.

Safety on our campus

- From 9:30 p.m. until 6 a.m., all gates except the main entrance to campus are closed to vehicular traffic and vehicles admitted to campus during this time must be registered to
park on campus or the occupants of the vehicle must be hosted by a member of the University community.

- 82 highly visible, blue-light phones are located outdoors all over campus; these phones connect users directly to the University Police (/police/).
- Several areas across campus, including women's locker rooms, are equipped with panic alarm buttons that permit direct, immediate communication with University Police. (/police/)

Safety Crossing Campus

- On-campus escorts are available to all members of the University community 24 hours a day, 365 days a year by calling University Police at 607-777-2393.

Safety Communications in Emergency Situations

Binghamton uses an alert system (B-Alert) that sends text messages to cell phones. To register, login to BUBrain or go to the Binghamton Rave web page and click the "Register Now" button. Your username is your current Binghamton University email address. This system will only be used for emergency purposes, and you will never receive any messages other than official Binghamton University communications. Learn more about emergency text and email alerts (/emergency/emergency-notification/text-alerts.html).

- Key entrances to the campus, as well as dining facilities, are equipped with electronic message boards that can display emergency messages to students.
- Messages can also be sent on the student listserv, B-Line (http://b-line.binghamton.edu/), and posted to the University's homepage (/).
- The BU-Alert Line (/alert/index.html) at 607-777-7700 is used to communicate emergency messages.
- Additionally, in an emergency, toll-free phone lines are dedicated to keeping external audiences updated, and the external media is contacted and kept up to date.

Safety Programs for Students

- University Police offers safety programs throughout the school year, including self-defense, crime prevention, and drug and alcohol education.
- Many campus offices offer educational programs on issues including alcohol and other substance abuse, fire safety, other dimensions of personal safety and related topics.

Safety Support Services
- University Police (/police/) are fully empowered, state law enforcement officers trained to address the unique needs of the University campus. They work with faculty, staff and students in residential colleges and across campus to promote understanding and to educate about crime prevention.

- Several University offices, including the University Counseling Center (/counseling/), offer student support services to assist students with conflict management, stressors and personal issues with other students.
Safe Ride has ended service for the semester. During the summer, if you are in need of an on-campus safety escort, contact University Police at 607-777-2393.

A full list of safety resources, can be found on the University Police website (/police/safety-resources/index.html).

Safe Ride

Transportation and Parking Services (TAPS) offers a Safe Ride program. Safe Ride is not an on-campus taxi service, but a program that provides a safe escort for individuals who feel uncomfortable walking alone after dark. Students are able to request a point to point safe escort on main campus by calling 607-777-SAFE (7233). Safe Ride operates from 11 p.m. to 3 a.m. seven days a week.

For those navigating campus, TAPS encourages students, faculty and staff to utilize the OCCT campus shuttle (/services/transportation-and-parking/buses-and-shuttles/campus-shuttle/). The shuttle loops main campus, stopping at multiple locations. The route is performed by a green shuttle Monday through Friday and a blue bus Saturdays and Sundays.

Shuttle hours of operation are available on the OCCT website. The campus shuttle can also be tracked by downloading the ETA SPOT app for real-time bus tracking information.
## The Claremont Colleges Care Guide

### Are you or someone you know in distress?

- **Yes and there are safety concerns:** Call Campus Safety (909) 607-2000  
  Yes and I need to speak with a counselor: Call Monsour Counseling & Psychological Services (MCAPS) (909) 621-8202 or a Crisis Line

- **Yes and I need to speak with a counselor:** Call Monsour Counseling and Psychological Services (MCAPS) (909) 621-8202 or a Crisis Line

- **Not sure, but I am concerned:** Call Monsour Counseling and Psychological Services (MCAPS) (909) 621-8202 or a Crisis Line

- **No, but the person is having:**  
  - Personal concerns: Call the appropriate dean’s office below or MCAPS (909) 621-8202  
  - Academic concerns: Call the appropriate dean’s office below.

### 7C Campus Resources for Students

<table>
<thead>
<tr>
<th>Resource</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Safety</td>
<td>(909) 607-2000</td>
</tr>
<tr>
<td>Monsour Counseling and Psychological Services</td>
<td>(909) 621-8202</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>(909) 621-8222</td>
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<tr>
<td>The EmPOWER Center</td>
<td>(909) 607-0690</td>
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<tr>
<td>Queer Resource Center</td>
<td>(909) 607-1817</td>
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<tr>
<td>International Place</td>
<td>(909) 607-4571</td>
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<tr>
<td>Office of Black Student Affairs</td>
<td>(909) 607-3669</td>
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<tr>
<td>Office of Chicano/Latino Student Affairs</td>
<td>(909) 621-8044</td>
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<tr>
<td>Office of the Chaplains</td>
<td>(909) 621-8685</td>
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<tr>
<td>Health Education Outreach</td>
<td>(909) 607-3602</td>
</tr>
<tr>
<td>Student Disability Resource Center</td>
<td>(909) 607-7419</td>
</tr>
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### 7C Campus Resources for Faculty/Staff

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<th>Resource</th>
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<tr>
<td>Employee Assistance Program</td>
<td>(800) 234-5465</td>
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### Crisis Lines

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<td>Monsour Counseling and Psychological Services 24/7 crisis line</td>
<td>(909) 621-8202</td>
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<tr>
<td>National Suicide Prevention Hotline</td>
<td>(800) 273-8255</td>
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<tr>
<td>Project Sister</td>
<td>(909) 626-4357</td>
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<tr>
<td>The Trevor Lifeline (LGBTQ+)</td>
<td>(866) 488-7386</td>
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<tr>
<td>Crisis Text line: Text HELLO to 741741</td>
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<tr>
<td>Students of Color crisis text line:</td>
<td>Text STEVE to 741741</td>
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### Contact Information for Various Colleges

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<th>College</th>
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<tr>
<td>Claremont Graduate University</td>
<td>(909) 621-8965 Dean of Students (909) 607-3318 Provost’s Office (909) 621-8965 Title IX</td>
</tr>
<tr>
<td>Claremont McKenna College</td>
<td>(909) 621-8114 Dean of Students (909) 621-8117 Dean of Faculty (909) 607-8131 Title IX</td>
</tr>
<tr>
<td>Keck Graduate Institute</td>
<td>(909) 607-7150 Dean of Students (909) 607-0172 Life Sciences (909) 607-0101 Pharmacy (909) 607-9649 Title IX</td>
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<tr>
<td>Harvey Mudd College</td>
<td>(909) 621-8125 Dean of Students (909) 621-8122 Dean of Faculty (909) 607-3148 Title IX</td>
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<td>Pitzer College</td>
<td>(909) 621-8241 Dean of Students (909) 621-8217 Dean of Faculty (909) 607-2958 Title IX</td>
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<td>Pomona College</td>
<td>(909) 621-8017 Dean of Students (909) 621-8137 Dean of Faculty (909) 621-8017 Title IX</td>
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<tr>
<td>Scripps College</td>
<td>(909) 621-8277 Dean of Students (909) 607-2822 Dean of Faculty (909) 607-7142 Title IX</td>
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## Know the Signs: How to Help a Student in Distress

### SEE SOMETHING
The Claremont Colleges’ undergraduate and graduate staff, faculty, students and community are in a remarkable position to provide a caring and supportive response to students in distress. Claremont students may feel lonely, isolated, hopeless and overwhelmed while facing academic or life challenges. These feelings can lead to struggling academic performance, poor coping skills, fluctuating emotions and other serious issues. You may be the first person to see something distressing or concerning because you have frequent interactions and contact with them. The Claremont Colleges requests that you act with compassion and kindness in your dealings with such students.

### SAY SOMETHING
Sometimes students cannot or will not reach out for help for a variety of reasons. Do something! Your care, compassion and concern may be a pivotal factor in saving a student’s academic career or even their life. The purpose of this guide is to help you identify signs of distress in students and identify appropriate on-campus resources and assistance. Students exhibiting behaviors described in the chart below are likely having similar issues in different settings on campus. Trust your gut and say something if a student leaves you feeling worried, alarmed, threatened or scared.

### FERPA Statement
It is important to be mindful of the Family Educational Rights and Privacy Act (FERPA) while helping students. FERPA allows communication regarding heath and safety emergencies. Please refer to this website for more information: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

### Know the Signs: How to Help a Student in Distress

#### Academic Signs of Distress
- Significant decline in quality of work and grades
- Repeated absences
- Bizarre or concerning content in writing, emails or presentations
- Conversations with students center around personal concerns rather than academics
- Disruptive in class

#### Physical Signs of Distress
- Changes in physical appearance such as a decline in hygiene or grooming, weight loss/gain or appetite changes
- Fatigue, excessively tired or sleep issues
- Substance abuse
- Disoriented, confused, difficulty concentrating or “in a fog”
- Bizarre/slurred speech or thinking patterns

#### Psychological Signs of Distress
- Disclosure of significant personal issues such as familial, financial, trauma, suicidal/homicidal ideas, grief
- Excessive tearfulness, panic, irritability, disassociation or numbness
- Verbal attacks or harassment such as taunting, intimidation, badgering or bullying
- Bizarre, magical thinking or student seen excessively laughing or talking to themselves
- Concern expressed by other students, faculty, staff or family

#### Safety Risk Factors
- Unprovoked anger or hostility
- Direct or vague threats to harm self or others
- Unable to care for themselves
- Academic assignments displaying themes of violence, hopelessness, worthlessness, despair, suicidal thoughts, isolation or provocative statements that could be seen as threatening
- Communicating threats via email, text, phone calls or other means

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**CREATED BY:**
**THE CASE MANAGER WORKING GROUP OF**
**THE CLAREMONTE COLLEGES**
Contact Campus Safety

Campus Phone | Ext 7-2000 or 7-7233 (7-SAFE)

Cell Phone or Off-Campus Phone |
(909) 607-2000 or (909) 607-7233 (SAFE)

Email |
dispatch@claremont.edu

Campus Safety
Pendleton Business Building
Alert Bulletins

In order to keep the Claremont Colleges community apprised of situations occurring within The Claremont Colleges geography and to raise community awareness, the following page reflects Alert Bulletins that have been distributed to the Claremont Colleges over the past twelve months. It is the responsibility of all of us to keep our community safe. To expand the Alert Bulletin below, simply click on the link for the full image.

The Claremont Colleges Department of Campus Safety can be reach 24/7/365 at (909) 607-2000, through the LiveSafe App, and in person at 150 E. Eighth St., Claremont, CA 91711.
Cal Poly students hope university officials will improve campus safety

BY BULBUL RAJAGOPAL

Temperatures soared in San Luis Obispo County on Oct. 27, but Cal Poly’s students had a more heated topic they wanted to deal with that day.

More than 100 students gathered around the open air plaza at Cal Poly’s University Union (UU) to attend a survivor support talk in the wake of the two sexual assault cases that took place on campus within a single week in October.

“All students got emails from the clergy office [after assaults happened on Oct. 4 and 10]. That was all we heard from the school. Students weren’t feeling safe on campus,” said Briana Gallo, a third year Cal Poly student and marketing vice president of the Cal Poly Women In Business Association, which hosted the event with the Women’s Network Cal Poly.

Gallo told New Times that the goal of the event was to create a welcoming space for survivors. Resource kiosks bearing affirmations and information on how to access service and even professional counselors dotted the UU.
"As a next step, we hope that administration does more," Gallo said.

One of the speakers in attendance was SLO Mayor Erica Stewart, a former Cal Poly student and the assistant director of personnel and marketing at the university's Campus Health and Wellbeing department.

"I know that sitting here today, it feels a little bit nerve-racking that you don't feel 100 percent safe. I can't promise that everyone's going to feel 100 percent safe, but I know that we're going to work very hard to make you feel safer in this community both on campus and off," Stewart told the crowd.

Other speakers included President and CEO of Planned Parenthood California Central Coast Jenna Tosh, who highlighted the racism and sexism of abortion bans especially when sexual assault is involved. Brianna Michelle, an actress and founder of a nonprofit called Voices Beyond Assault, spoke about her own off-campus sexual trauma when she was studying at Clark Atlanta University.

"When I went back to campus, instead of saying, 'What do you need to feel protected?' they [said], 'Make sure you pass these final tests.' ... But what about my safety? What were my options? But there weren't any, so I moved," Michelle announced.

The survivor event ended with a mass walk to Cal Poly's Architecture Graveyard, where the first of the two assaults took place.

"The intention behind it is to reclaim the space. It makes me feel sad because the Arch Graveyard is a place where I had my favorite memories, and now that's all ruined. That's letting the perpetrator take control of the narrative and we didn't want to do that," Dominique Morales, graduate assistant with the Safer program—a confidential sexual assault mitigation office—told New Times.

Matt Lazier, Cal Poly's media relations director, told New Times about the plans in place for student safety. He said that the certified campus police department does regular patrols and offers walking escorts from Thursday to Saturday nights.

"Mustang Patrol escorts meet a student where they are and provide a walking escort from beginning to end of their route on campus. As well, Mustang Patrol personnel can perform additional public safety duties when not actively escorting. This includes checking locks, closing doors, and keeping eyes out for suspicious or criminal activity," Lazier said.

Students can also access Office of Civil Rights and Compliance (OCRC) about gender and sex-based discrimination, along with resources from Safer.

Lazier added that a new shuttle service is in the pipeline.
"There is discussion about possibly starting a new shuttle van service for the campus (the previous service ceased at the beginning of the COVID-19 pandemic). However, it must be noted that the previous shuttle service was not specifically a campus safety program," he said. "Because vans run on a set schedule and route, students still need to walk from classrooms/workplaces to the shuttles and then from shuttles to their cars or residences."
How To Increase Security On College Campuses

August 18, 2016
With thousands of students a day rushing to their classes or hustling to get back to their dorms, it’s especially important to ensure safety in such a fast paced environment. Keeping track of each and every student can be difficult so enhanced security is essential for college campuses. The biggest question is, how to increase security on college campuses and how to know if the security already in place is effective or not?
Make Sure All Lights Are In Working Condition

A flickering light may not be on the top of the security list but it’s a small component that makes a big impact. When walking around campus at night, nothing generates a sense of fear like an unexpected dark area. Additionally, fear isn’t the only worry to consider as a dark area on campus increases the chances of an incident occurring.

Get a group together to regularly scan the campus and look for any lights that are not working or point out any other security elements needing to be updated or fixed. Students have enough to worry about and should feel safe on campus.

Broken lights and poor security not only puts students at risk but can also tarnish a university’s reputation. According to University Business, You should calculate the cost of the lighting against revenue lost from dropouts who feel unsafe on campus. Consider also the size of your evening college, and the revenue lost when adults are too nervous to park and walk. The risks and damaged repute can easily be avoided with the proper security and lighting.

Increase Security Patrols Around Campus

A 2014 study found that “campus police are marginalized by students, who perceive the officers more as security personnel than as sworn law enforcement officials” (Source). Although, these officers may not be perceived as such, they are required to have extensive training and some are even required to undergo the same training as traditional law enforcement.

Campus police used to be a simple way to heighten a security presence to enhance campus safety. Conversely, however, most colleges are increasing campus police and security guards due to the realization that
heightened criminal activity can be reduced by the increase of well-trained officers patrolling various areas of campus.

**Utilize Access Control Systems To Enter Buildings**

With so many people a day occupying the campus, it can be difficult to monitor who is entering and exiting college buildings. With access control systems like a card reader, only the people who have an authorized card will be able to enter the premises. This system works when a card is used within a few inches of the reader. That reader will then calculate the identification information from the access card that was used.

The identification information, or card number, is sent upstream to the controller for processing. Once, the information is processed the system will either grant or deny access depending on credentials. It’s also important to note that each reader can only talk to its corresponding card type due to the unique technologies used in each (Source).

**Update Security Cameras Around Campus**

If an incident were to occur, it’s important to know what happened to eradicate the threat and take preventative measures to ensure the issue doesn’t happen again. This is why not only having campus security cameras is a necessity but the technology should be regularly upgraded for the most effective student safety.

According to College Planning & Management, while many people think in terms of security cameras as a means for staff to monitor students and visitors, they can often be more helpful tools for improving and documenting proper human prevention efforts by campus employees. Cameras can be an excellent tool for campus administrators to use to spot-check and document that staff are properly positioned and/or patrolling different areas. While in-person evaluation is still a good idea, using a combination of these approaches is often more effective (Source).

**Undergo A Campus Security Risk Assessment**

The best way to know if your campus is applying the most effective security technology is to utilize a risk assessment of the of the entire college grounds. An assessment that analyzes each and every entry point, visitor access, hallway cameras as well as the resting areas will benefit the campus as you’ll know the sections needing improvement. Not only can you see what areas require an upgrade but also have the opportunity to learn about innovative security technology that advances campus safety measurements altogether.

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Schedule a no-cost property evaluation to undergo an effective security risk assessment for your growing college campus.
The responsibility of protecting students, faculty, staff and visitors of a college campus is an enormous undertaking.

One person can't possibly do it all; it takes the coordinated efforts of many. It requires developing a team to share the workload, build support and locate funding. And it means establishing open communications with stakeholders and forging symbiotic relationships throughout your community.

As the world's most experienced integrator of security systems and solutions, Tyco Integrated Security® can help you address your physical security needs. We've started by putting together this proactive guide that highlights the key components for developing and sustaining a campus safety and security plan.

Better preparation can help lead to better prevention

While following these 10 steps won't guarantee that your college campus is incident free, applying the proactive thinking presented here to your school's safety and security plans can help you minimize your risks, prevent more incidents from happening in the first place, and be better prepared to handle events that do occur. Not only that, they can help you ensure that your stakeholders are engaged in your mission and all funding avenues are explored. All of which can help make your campus a safer place to be.

Step 1
Establish a security task force

The first step toward successfully securing your campus is establishing a task force. This doesn't have to be a large group; it could be a small department or even an existing committee.

The key is making sure you're always operating from a position of knowledge, consent and support. Therefore, establishing cooperative and productive relationships with every group that has a stake in your institution is imperative. Students, parents, faculty and staff members should all be included, as well as facilities and operations management, your IT professionals, local and campus police, and businesses both on and off campus. Certainly it's important to get the endorsement of the chancellor, president, dean or governing body of the college. But don't stop there. Take every opportunity to speak to as many different organizations as you can. Because when it comes to campus safety, nobody likes surprises.

Step 2
Prepare for an annual risk assessment

Preparation is critical — and the cornerstone of preparation is information. Gathering and organizing all your knowledge and data sets will put you in a position to make informed decisions.

Solicit input and listen to the recommendations of your task force and your administration. Review your legal, insurance, and building requirements and restrictions. Study the crime statistics in your greater community. (Tyco Integrated Security can help you obtain these.) This is a tremendous tool that can help you understand what drives police response and priorities. Compare data to the standard annual frequency expectancy (SAFE), or use local or industry-based statistics (LAFE).

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Two-way communication between your stakeholders is also key, as it will help you identify problem areas. Talk to the various departments on campus, as well as third-party tenants, like stores and banks, as often as possible. And talk face-to-face, not through e-mail. Walk the campus. Invest the time. And, above all, listen to what they have to say. Get your business cards out everywhere, so when anyone has something on their mind, they can get in touch with you. It's also important to go off-campus and meet with neighborhood groups. Find out what problems they're experiencing, and consider how those problems might affect your campus.

Another crucial part of the process is compliance with your university's policies and local laws. Take the time to validate procedures to see if they're still current. If they are not, perhaps it's time to make some changes.

There are a multitude of potential threats to the security of your institution, so it is important that you identify the risks particular to your campus. From break-ins, burglaries and vandalism, to rape, robbery and abductions, to campus activism and labor conflicts, collecting and prioritizing your potential threats is enormously important. If you omit even one risk, your statistical model may be affected, and your proposed solutions may lack integrity.

Probably the most important thing you can do is to obtain the guidance of a qualified, experienced security solution provider. Take the time to find the best provider to meet your needs before starting any major projects. It's also prudent to make sure the company you select has financial stability and can meet your expectations, as well as your timeline.

**Step 3**

**Conduct a thorough risk assessment**

A thorough risk assessment can be performed with the help of an experienced security solution provider — an objective outside specialist who can come in and give you a fresh perspective. Take the time to clearly identify the right security solution provider that can complement your existing capabilities.

First, discuss areas for evaluation and perform a complete walk-through of all areas of your campus with your security solution provider. Consider the differences between your daytime and nighttime environments, as well as the change in foliage and other seasonal variances.

In addition to residence halls, libraries, academic buildings, student unions, walkways, hospitals, sports areas and parking facilities, pay attention to restaurants, banks, daycare centers, apartments, medical offices and other businesses that support your campus. Pay particular attention to your institution's infrastructure. A power plant can be a single point of failure that could affect the entire campus. There may be many disconnected, disparate risk models on your campus, all of which warrant your consideration.

Together with your security solution provider, review your current security policies and procedures, evaluate your emergency preparedness plans, and assess all of your security equipment and IT systems. If the IT system has a history of collapsing, you might want to consider having an off-line parallel system as a backup. Also evaluate the effectiveness of any recent changes that have been made to physical and social systems, policies and prevention programs. While many of these things may be out of your control, they can greatly impact the design and performance of your security program and the allocation of your resources.

Conducting a complete and objective risk assessment with the help of your security solution provider not only helps you develop an objective review of all your systems and technologies, it can also help identify vulnerabilities and weaknesses, debunk myths, set priorities, and identify areas where you can reduce risks and liabilities. In addition, a comprehensive risk analysis can help you obtain any required approvals and funding to implement your security program.

**Conducting a thorough risk assessment can help you prevent incidents from ever happening, as well as better prepare you for the ones that do.**

**A thorough risk assessment will give you a better view of your campus**

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<thead>
<tr>
<th>1 Sports Arena</th>
<th>4 Academic Building/Library</th>
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<tr>
<td>Remote Guard Tours</td>
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<td>Fire Protection</td>
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<tr>
<td>Fire Protection</td>
<td>Monitoring</td>
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</table>
Ten Steps Toward a Safer Campus

### Step 4

#### Prioritize short- and long-term goals

Once you have completed your risk assessment, review the findings with your security solution provider. It’s important to assign an impact score to each recommendation in order to set priorities. In doing so, evaluate the likelihood that a particular incident may occur, and consider the potential impact of the loss. Then evaluate the impact on the entire campus.

Look for a return on your investment. Even though security solutions do not typically drive revenue, you may realize an ROI. For example, if you have an ongoing problem with false alarms, putting a solution in place that can help reduce the number of false alarms could quickly pay for itself in terms of lost productivity, reduction in fines and easing the burden on first response resources.

Don’t forget about the cost of doing nothing. Always consider the liability associated with a failure to identify and address areas of vulnerability within your campus, and take the time to factor in any public relations and marketing implications.

Discuss strategies, technologies and services with your security solution provider that could be used to help reduce risks. Some of the available options to consider are: Video Surveillance, Monitoring, Access Control, Intrusion Detection, Mass Notification, IT Integration, Lighting, Fire & Life Safety and Crime Prevention Through Environmental Design (CPTED).

### Step 5

#### Determine budget requirements

Major physical changes typically must be made using internal or external resources. If the work is outsourced, you may be required to solicit bids through a formal bid process.

More and more colleges and universities are outsourcing due to resource constraints. Whichever route you choose, make sure you involve your school’s stakeholders, since their commitment can boost support and help speed the process. And when you’re putting together your presentation to stakeholders, include the hidden costs of doing nothing — since they can easily outweigh your budget challenges.

Keep in mind that when it comes to implementing procedural changes the costs can be minimal. For instance, strategies that involve teaching awareness and instructing faculty and staff to lock up areas where valuable information and/or sensitive materials are stored can help prevent vandalism, industrial espionage and theft, and can be implemented at little to no cost.

It’s also a good idea to get in the habit of publicizing and celebrating changes that have been successfully implemented, even if they’re small. This can go a long way toward reinforcing your program’s impact and effectiveness.

### Step 6

#### Investigate funding resources

Once you’ve determined your security needs and budget requirements, you have to figure out how to pay for them. Getting money for security is no different than getting funding for a university research project — it often requires using bold, aggressive and unique approaches.

Make sure security is included in medical and other research grants, partnerships and contracts.
Ten Steps Toward a Safer Campus

Step 7: Integrate resources into the planning processes

Sharing your security plan and related efforts with your stakeholders is essential. Get in front of all new students, parents, faculty and personnel. Let them know how the plan works.

How information is presented to them can be instrumental to the program's success. Explain why there's a camera here and an access control point there. Engage them in your plan. Communicate that the security is there to help protect the university and help keep them safe. Explain the convenience versus the security. And finally, solicit constructive feedback and ask for their support and advocacy.

Security solutions vary, and risks can change independently and randomly. So paying attention and knowing what's happening in the community is fundamental. Go to student, faculty and staff meetings and listen carefully to the issues at stake. There is no substitute for being proactive.

It is also necessary to make planning an ongoing process. By nature, security planning is cyclical, not linear. Therefore, you must constantly re-examine your plan from step one. It's also smart to set milestones and benchmarks so you can track your progress and be accountable to your stakeholders.

Since budgets are typically limited, never overlook the need for expense forecasting. At some point you may need to support your plan and demonstrate that there's no wastefulness or lavishness in your security plan. So do your homework and be prepared.

Step 8: Implement strategies for response to identified needs

Develop clearly defined roles for campus and local safety personnel with regard to campus safety, security and operations.

Communicate how they are going to be held accountable and the extent of their responsibility and authority. Develop a process for tracking incidents and events, including software event logs, police and security response logs, and repair and service logs.

There are many ways where proactively tracking events can keep you ahead of potential risks. For instance, regularly talking to local police over the weekend to find out about weekend incidents can help you prepare your campus for the coming week.

Step 9: Monitor the implementation and evaluate the effectiveness of the plan

As your security plan is being implemented, validate that the design and installation works.

Continually test, probe and monitor all the components of your security program. Hold mock security checks. And whenever real incidents occur, conduct regular debriefings and maintain written reports. Written records are absolutely necessary for maintaining the history of how problems are identified and solved on your campus.

It’s also critical to build in metrics and evaluation strategies. Make sure your evaluations are always conducted in a timely, consistent and thorough manner. You might find it helpful to develop drills to increase overall understanding and compliance of your deployed systems. Likewise, assigning pass/fail scores to each security component can help you focus on reaching your goals and achieving your vision for a safer campus environment.

Step 10: Schedule yearly evaluations to check progress and identify gaps in the plan
Six sexual assaults reported to Cal Poly

BY PETER JOHNSON AND CHRIS MCGUINNESS

While a new academic year at Cal Poly is just getting started, the university is already fielding multiple reports of sexual assaults that allegedly occurred on and off campus.

Between Aug. 28 and Oct. 1, Cal Poly police received six reports of sexual assault or misconduct, according to police logs. Those included two reports of rape, one report of unlawful intercourse, one report of oral copulation with an intoxicated victim, and two other reports of unspecified sex offenses.

Of the six reported assaults, two cases were already closed, one was deemed to be unfounded, and another was transferred to the SLO Police Department because it allegedly occurred off campus. Five of the six alleged assaults occurred after classes at the university began on Sept. 14.

In recent years, Cal Poly and other U.S. colleges and universities have struggled to address growing concerns about how campus-related rapes are handled and investigated. This year appears to be no exception. In addition to the spate of assault reports to campus police at the beginning of the academic year, a Sept. 27 article published in Mustang News reported that there are at least two active Office of Civil Rights (OCR) Title IX investigations at Cal Poly. The same article also stated that seven female students have filed sexual assault complaints about the same male student perpetrator with Cal Poly Safer, a campus resource for sexual assault victims.

Cal Poly Spokesman Matt Lazier told New Times that the university was prohibited from discussing Title IX investigations and declined to comment on additional details in the Mustang News story.

University officials and San Luis Obispo law enforcement said the spree of reports and investigations were routine for the beginning of a new academic year at college. In an email response to questions from New Times, Lazier said the University Police Department explained that the amount of reported assaults thus far this school year was "not unusual."

SLOPD Sgt. Chad Pfarr, the city's head of investigations, said that "at the beginning of the school year, you get an uptick" in reports of sexual assaults and "it seems like they
are always alcohol related." He said students often "feel like they got sexually assaulted because they blacked out" when really, "it was just something that was conjured up."

"We get a ton of young people that come into town that have never really consumed alcohol before and now they're experimenting with different alcohols," Pfarr said. "Suddenly they have too much and they black out and the automatic assumption is, 'I was roofied and sexually assaulted.' More times than not, that's not the case."

Pfarr added that the SLOPD "investigates every case we get" and that they "don't cut corners."

Advocates for sexual assault victims have long raised concerns about linking alcohol consumption with rape, claiming that it can promote an unfair assumption that places fault on the accuser and deters them from reporting the crime.

"We know that alcohol does not cause sexual assault," said Jane Pomeroy, associate director for RISE, a local nonprofit organization that offers support and resources for victims of sexual assault and domestic violence. "Sexual assault is about power and control. When we have this narrative about alcohol causing sexual assault or this notion that if we drink, we will be sexually assaulted, it can become victim blaming. We are constantly trying to dispel these myths."

In a subsequent New Times interview with SLOPD's Capt. Chris Staley, Staley said "generalized statements" like Sgt. Pfarr's were "not what we want to put out in the public."

"Each case is an individual case. We don't want [victims] to hesitate to come forward, especially with this type of crime," Staley said. "We don't want them to feel any differently in any way."

When asked whether RISE had heard any complaints from sexual assault victims about how the SLOPD handled their cases, Pomeroy declined to comment, but she stated that RISE works closely with local police and appreciates their partnership.

While Pomeroy pushed back on linking alleged victims' use of alcohol to sexual assault, she added that increased reporting of rape and other sexual misconduct on college campus may not indicate that the problem is getting worse, but could mean that students are feeling more confident in reporting such incidents to their university or law enforcement.

According to recently released statistics, Cal Poly reported 17 total incidents of various sexual offenses, including rape, statutory rape, and fondling, in 2016. At least five of those occurred off campus, according to the report.
New Safety Programs Offered On Campus In Wake Of Recent Crimes

NAOMI VANDERLIP - NOVEMBER 15, 2021

Editor’s note: This story discusses themes including sexual violence.

Kayla Stuart | Mustang News
With two rapes reported on Cal Poly’s campus within one week of one another, the recent break-in incident in which an unauthorized man entered a dorm building and racial hate crimes continuing to persist, a wave of fear and unease has washed over the student body.

In response, Cal Poly introduced a number of safety programs — however, they have been met with mixed emotions.

One program, Mustang Patrol, features a student escort walking service offered for on-campus destinations. According to Cal Poly Police Chief George Hughes, the program started with the opening of the yakʔit uʔu dorms in 2018 and was restricted to weekends until this academic year.

“We wanted to increase security presence on campus at that time and have more eyes and ears out, and then over the years that has expanded,” Hughes said.

Due to recent events, the team decided to expand the program to be more than a walking patrol and to include a safety element to make students on campus feel more at ease.
To use the service, students can call the dispatch phone line (https://afd.calpoly.edu/parking/safetyprograms/) at (805) 756-2281 to either schedule or request another student to accompany them on their walk to another on-campus location.

Although finding students to hire has been difficult, Hughes said they plan to expand the program.

“Once we expand to seven days a week and longer hours, I want to expand by making it more robust each evening,” Hughes said. “Instead of having two individuals out, it’d be nice to have four to six individuals out especially on the days that we identify are a little bit busier ... and can provide the service quicker.”

The service also monitors campus, seeing if doors were left unlocked or propped open—particularly at residence calls—confronting suspicious individuals and serving as a “visual extra security presence on campus” due to the screened student workers’ identifying vests, Hughes said.

Business senior Maggie Freedman said Mustang Patrol is a good resource if it extends off campus and in conjunction with a car service.

Freedman said she attended a Kristen Smart walk (https://ktla.com/news/california/community-walks-route-where-kristin-smart-was-last-seen-on-25th-anniversary-of-her-disappearance/), in which attendees walked the route from the house where Smart attended a party, to her dorm building the night she disappeared in 1996.
“You wouldn’t think to call a car just to walk that short [route], but having the walking program would be something that’s good for that,” Freedman said.

Freedman said she often feels more unsafe at night walking around campus. She said the absence of lighting, particularly on the outskirts of campus, have made her feel even more uneasy.

But the program is not void of criticism.

Business senior Grace Battles said she is frustrated with the limits of the service.

“It’s helpful but it’s not nearly enough,” Battles said. “It’s one tiny step.”

Battles said she would like clearer indication of these services, since many are unaware they even exist.

“[An idea could be] having a tab on the portal or in the app, that just says ‘Safety’ on it, that has really easy clear numbers to call in different situations, and during WOW having the freshmen save all the numbers on their phones,” Battles said.

She also suggested creating a hotline for students to call while they are walking alone, in times they do not want to use these other services.

Business administration junior Diana Suarez also said she felt frustrated with a lack of different resources.

One late night at the library, a conversation between a security guard and Suarez sparked the idea for her escort van petition.  

New safety programs offered on campus...
The pair shared a mutual frustration about the lack of an escort van service, especially given the recent events on campus. The guard told Suarez that many students had been asking for its reimplementation since it was suspended at the start of the pandemic, Suarez said.

As a freshman, Suarez often used the escort van for its ease of use, efficiency and speed, but now the situation is even more dire, she said.

“If I was a freshman and had to walk back from the library, all the way across campus to [the Yosemite dorms] at midnight, I would be absolutely terrified,” Suarez said. “You don’t always have friends to walk with; it can be kind of weird to request [someone] to walk with you.”

Suarez said the vans did more than just return students home safely.

 “[The service] is also really helpful for people who normally use the Disability Resource Center (DRC) service during the day,” Suarez said. “People on crutches, in wheelchairs, with disabilities that use the DRC service to get to their classes throughout the day—they don’t have anything at night.”

Suarez created a petition in mid-October, advocating the return of escort vans. Over just a few days, the petition gained hundreds of signatures, spanning all grades and colleges.
As of Nov. 8, Cal Poly launched a pilot program of a shuttle service, Mustang Shuttle (https://afd.calpoly.edu/parking/safetyprograms/).

According to Cal Poly Transportation and Parking Services, the shuttle runs everyday, making a loop around campus every 10 minutes with seven stops. The shuttle runs from 7 p.m. to 11:40 p.m.

“[Escort vans] was a program we did individually. It was very limited,” Hughes said. “[Mustang Shuttle] is more robust. It is done by a third party vendor. It’s a different route with more stops. Better vans, more accessible.”
Safety Evaluation for Campus Parking Garage Performance Using Fuzzy Logic

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Abstract: Crime has been plaguing parking garages in the United States. At The Ohio State University, (OSU) crime on campus, in general, has decreased in recent years; however, crime in OSU parking garages has remained stable in spite of campus-wide efforts to reduce crime. When assessing and evaluating parking garages, occupants employ experience-based judgment that is subjective and imprecise, yet extremely useful. When designers employ the principles of crime prevention through environmental design, they also use subjective variables. An approach that captures the imprecise information in noncrisp expressions reflecting subjective and experience-based variables is the fuzzy logic concept. This concept allows the use of mathematical operations to manipulate and operate on imprecise information or knowledge. Variables such as garage illumination and wall height were collected, fuzzified, and treated as the knowledge base of a model presented in this paper. In addition, numerous experience-based implication rules were developed and employed to evaluate subjective variables. A computer program was developed to illustrate implementation of the model.

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Introduction

Not only do motor vehicles such as cars, trucks, vans, and recreational vehicles constitute over one third of the durable goods sector of the U.S. Gross Domestic Product, they are also associated with an equally large portion of criminal activities. Total incidents of nonviolent crime in parking lots and garages in the United States ranks second only to nonviolent crimes committed near home (FBI 2002).

The steadily increasing number of motor vehicles in use in the United States combined with higher land costs has decreased the attractiveness of surface parking lots, causing parking structures to constitute an ever-increasing portion of off-street parking. In addition to being driven by the rising cost of land, parking garages with their high density of vehicle storage are more convenient than surface parking lots. They shelter both car and driver from the weather and shorten the walking distance from car to final destination. High density parking in garages does have one significant weakness: it serves as a magnet attracting criminals in the pursuit of vehicle theft and theft of valuables left unattended in parking garages.

The Ohio State University (OSU) initiated a study of parking garage performance with respect to crime prevention (Tseng et al. 2004). This study was conducted in response to campus parking garage crime that persisted at an unacceptably high level in spite of campus-wide efforts to reduce crime. The writers combined crime statistics gathered by the OSU Police Department with results of an on-site survey to develop a model using crime prevention through environmental design (CPTED) principles. The goal of the study was a group of CPTED-based design changes intended to create an environment that would deter parking garage crime. The analysis included factors such as lighting, visibility, garage color, location of entrances and exits, and design of elevators and stairways. The evaluation showed that lighting was the most significant factor in users’ perception of parking garage safety. As a result of this study, OSU implemented the recommended CPTED improvements. In the two years following the implementation of CPTED improvements, the average annual incidence of crime in the parking garage where the improvements had been made fell by more than half of the average annual incidence of crime in that same garage for the four years before the improvements were made.

Experience shows that, despite these positive outcomes, due to the subjective and qualitative aspects of variables employed in the study, results may be subject to various interpretations. When describing their experience with parking garage safety or design, people generally use experience-based subjective judgment or opinion. Parking garage users generally express safety or security by using expressions such as feeling safe, well-lit ramp, and always like to park in the same spot. To capitalize on these subjective expressions, a questionnaire for the site survey was designed so interviewees could select ordinal values that are associated with expressions such as agree, disagree, neutral, strongly agree, and strongly disagree. In addition, variables essential to the de-
sign of garages such as lighting, visibility, garage color, and location of entrances and exits are regularly defined through the use of educated guesses and rules-of-thumb, most of them expressed in terms of implication rules. Examples are “bright colored garage walls are conducive to bright parking spaces” and “if the elevator is visible from the outside, then the feeling of safety is increased.”

The plethora of such expressions by garage users, police officers, and designers raise issues regarding their application to reach objective results. In general, rigorous statistical or other empirical quantitative analyses employ crisp and numerical values to produce objective outcomes. Notice that variables such as safety, visibility, and location are expressed qualitatively; hence, these expressions are not crisp. They are imprecise, not clearly defined, and subjective in nature, yet they are extremely useful and often used in assessing, analyzing, and designing parking garages to prevent crime. These noncrisp terms are consistent with the imprecise nature of occurrence and impact of crimes. Unfortunately, traditional quantitative analyses do not adequately address the issue of such imprecision, especially when used for evaluating parking garage safety or assessing the potential occurrence of a crime. Fuzzy logic is introduced in this study as a means of extracting knowledge from the abundance of such expressions found in the user’s perception of parking garage crime. Fuzzy logic permits mathematical operations to be used to manipulate and operate on imprecise information or knowledge associated with CPTED for designing safe and secure campus garages.

Crime Prevention through Environmental Design for Campus Parking Garages

Crime prevention through environmental design has been widely adapted and applied to deter criminal activities (Goody 1993; Newman 1995; Smith 1996; Crowe 2000; Atlas and Young 2002). The fundamental goal of CPTED is improving the quality of life through creation of a physical environment that reduces the incidence and fear of crime (Jeffery 1971; Newman 1972; Titus and Heinzelmann 1995). Strategies associated with the use of CPTED are presented in Shee et al. (1997) and Tseng et al. (2004). CPTED is particularly suitable for parking garage design because its principles of natural surveillance, access control, and territoriality play central roles in preventing crime in a parking facility. Designing secure structures involves selecting the right building features, systems, and materials that help to meet security requirements. CPTED design concepts applied to parking garages include enhanced lighting, open interior space clear from visual obstructions, open elevators and stairs, access control through limiting the number of entrances and exits, and signs and graphics clearly representing traffic patterns and exits. Lighting is considered the most important security feature in a parking garage (Smith 1996). CPTED uses principles from psychology, engineering, and architecture to create an environment that enhances the intended use of the space and deters the unintended or criminal use of the space. The objective of CPTED is to decrease the chance of a crime occurring by designing a physical environment that is safer. According to CPTED, there is defensible space into which an area can be subdivided. These areas might be designated as public, semipublic, or private. A public zone such as a parking garage is the least secure, because it is open to anyone, and there is very little close surveillance. In a semipublic zone, access is controlled with restricted entry; only certain individuals or groups are allowed. Physical and symbolic barriers can also be used. Physical barriers might be a door, fence, or landscaping barriers. Symbolic barriers could be signs, flower gardens, or low fences.

Parking garage crime is significant both to the population in general and to colleges and universities in particular. There were about 1,400 violent crimes in parking facilities each day in the United States in 1992 (Smith 1996). Parking lots and garages ranked as the second most frequent place where nonviolent crimes took place and the third most frequent place in which violent crimes occurred (FBI 2002). Colleges and universities are particularly susceptible to the adverse effects of criminal activities. The college campus is idealized as an environment that supports learning free from the fear of harm to its inhabitants. Criminal activities on campus not only undermine the quality of the learning environment, but also reduce the positive activities of people associated with the campus. In addition, parents fearful of harm to their children opt to spend tuition dollars at institutions with safer campuses.

The Ohio State University Department of Public Safety was concerned that garages were one of the crime hot spots because they are inactive relative to other campus buildings and were designed originally to maximize parking density, not user safety. Through use of a survey, the Ohio State University Police Department found that 79% of people on campus were not aware of the potential risk of criminal activities, or they did not have sufficient information about the risks that were associated with parking in the garages. In another survey (Tseng et al. 2004), 67% of users felt safe while using a garage at the OSU campus, while the other 33% did not.

Survey results also suggest that safety is subjective and not easily defined. In addition, the surveys also showed confusion by many users with regards to the distinction between safety and security. Security is often referred to as the physical protection of personal property against the risk of being damaged or lost, while safety is associated with human well-being regarding the surrounding environment. Issues and problems in relation to imprecise and subjective assessment of safety and security of campus parking garages can be addressed using the concept of fuzzy logic, which interprets and evaluates noncrisp expressions systematically through specific operations, as described in the following section.

Fuzzy Logic Concepts

Blockley (1975, 1977), Brown (1979, 1980), and Yao (1981) were among the first to apply fuzzy set concepts to safety, although their focus was on structural safety. Later, this concept was applied to assess performance and safety of temporary structures (Hadjiprinos 1985, 1988) and safety of construction workers (Hadjiprino and Fujino 1994). However, to the writers’ knowledge, the concept has not been used to take advantage of the numerous subjective assessments on safety against crime, especially in parking garages. The following explains the application of fuzzy logic concepts to parking garage safety. A mathematical treatment of fuzzy set concepts is presented in the Appendix.

Adjectives and adverbs are commonly used to express various degrees of certainty or truth. These terms are imprecise. For instance, terms such as a safe parking garage and adequate illumination are imprecise and can be represented as fuzzy sets. A fuzzy set, A, is determined by pairs of fuzzy elements and their corresponding membership values. These pairs of values represent the
degree of membership of fuzzy set, \( A \), in the universe of discourse \( \mathcal{A} \). The membership value, \( \mu_j(a_j) \), can take any value in the range \([0,1]\). These values can be either discrete or continuous. For a continuous form, the membership value, \( \mu_j(a_j) \), is a continuous function of \( a_j \). For simplicity, a discrete membership function is used throughout this paper. The fuzzy set, \( A \), is sometimes referred to as a fuzzy expression, fuzzy term, or fuzzy variable and can be depicted by translational triangular fuzzy set models as in Fig. 1, which shows the membership of fuzzy sets adequate and safe. (For simplicity, both base expressions, adequate and safe, are assumed to have similar membership functions).

In expressions, adverbs are often used to slightly change or hedge the meaning of an adjective. Hedging of the base expressions (very and fairly) is defined by translating the triangular models as shown in Fig. 1. Frequently, fuzzy sets are expressed in a proposition as the condition and premise of an implication rule (if-then statement). Examples of these rules are “if illumination is adequate, then user may consider garage as very safe” and “if elevator is not transparent, then garage may promote an unsafe feeling.” Oftentimes, an operation is needed to relate adequate and safe or not transparent and unsafe. Such an operation is called a fuzzy relation.

**Fuzzy Relation**

In the preceding example, the implication rule, “if illumination is adequate, then user may consider garage as safe” can be abbreviated as \( A \supset S \), where \( A \) represents adequate; \( S \) represents safe; and \( \supset \) means “implied.” Combining adequate and safe using implication yields a new membership function \( R_{AS} \) based on the membership functions of fuzzy sets \( A \) and \( S \).

Oftentimes, multiple implication rules govern the safety of a garage; in this case, a union of fuzzy relation is required. For instance, fuzzy set \( A \) may be represented by \( A_1, A_2, \ldots, A_n \), which represent very adequate, adequate, \ldots, very inadequate; while fuzzy set \( S \) may be represented by \( S_1, S_2, \ldots, S_n \), which indicate very safe, safe, \ldots, very unsafe, etc. The complete implication rule (total fuzzy relation), \( R_{Total} \) is defined by the union of all the membership functions \( R_{AS} \).

Numerous variables, such as crime in the surrounding area or hiding places in the parking garage, must be established to determine garage safety (Tseng et al. 2004); however, for illustration purposes only illumination is considered here. Consider first positive assertions; suppose that for a relatively safe parking garage, domain experts suggest the following assessments:

- “If illumination is adequate, then user may consider garage as safe.”
- “If illumination is fairly adequate, then user may consider garage as safe.”
- “If illumination is fairly adequate, then user may consider garage as fairly safe.”
- “If illumination is adequate, then user may consider garage as very safe.”
- “If illumination is fairly adequate, then user may consider garage as fairly adequate.”
- “If illumination is adequate, then user may consider garage as fairly safe.”

Each implication rule can be combined to establish a fuzzy relation. These fuzzy relations are all integrated to compromise experts’ assessment, yielding the total fuzzy relation, \( R_{Total} \).

Next consider negative assertions; experts may also assess a relatively unsafe garage through the following rules:

- “If illumination is inadequate, then user may consider garage as unsafe.”
- “If illumination is fairly inadequate, then user may consider garage as fairly unsafe.”
- “If illumination is inadequate, then user may consider garage as very unsafe.”
- “If illumination is very inadequate, then user may consider garage as very unsafe.”

The total fuzzy relation, \( R_{Total2} \), defines a compromised judgment that represents a union of all the preceding expressions.

Finally, considering both positive and negative assertions, to further compromise the positive and negative characteristics of garage performance, \( R_{Total1} \) and \( R_{Total2} \) can also be combined to yield \( R_{Total} \). Note that since \( R_{Total1} \) was originated from positive assessments, it is referred to as a positive fuzzy relation. Similarly, \( R_{Total2} \) represents a negative fuzzy relation. \( R_{Total} \), on the other hand, is neither positive nor negative. One may wish to use either one of these relations (depending on available information) to assess the safety of a parking garage based on illumination. Suppose that a user assesses the garage illumination as fairly inadequate, or \( A_1 \). To establish the desired safety performance of the garage, a composition between \( A_1 \) and \( R_{Total1} \) or between \( A_1 \) and \( R_{Total2} \) is needed. Note that the composition between \( A_1 \) and \( R_{Total2} \) may not produce the desired result, because these fuzzy components have opposite characteristics.

**Fuzzy Composition**

A composition of fuzzy relations is performed by composing fuzzy sets and/or fuzzy relations into a common universe of discourse. Consider again the previous examples involving \( A_1 \) and \( R_{Total1} \). Suppose that fairly inadequate, or \( A_1 \), is defined by the fuzzy set shown in Fig. 1. The composition of \( A_1 \) and \( R_{Total1} \) is depicted in Fig. 2, which can be interpreted as unsafe.
In the preceding examples, fuzzy relation and composition are operated for a certain variable, i.e., illumination. In reality, numerous other variables, including color of garage paint, height of wall, transparency of garage elevator and stair, and exterior garage characteristics also contribute to the safety of the garage. For these variables, operations similar to those discussed in the foregoing sections must also be established to obtain their corresponding total fuzzy relation.

However, the contribution of each variable to safety may vary depending on the user’s assessment. For instance, a user may consider illumination of garage space and transparency of elevators and stairs to have more weight as compared with the remaining variables. Hence, the weight of each variable must also be considered when establishing a total safety assessment. The fuzzy mean takes into account the contribution and weight of all variables considered (Hadipriono 1988).

Although the fuzzy set operations described in the preceding section and in the Appendix are complex, end users do not need to be concerned with the intricacies of the underlying concept of fuzzy logic. Users may determine the safety of a parking garage through the use of easily understood graphs. To a certain extent, the fuzzy set concepts may be viewed as the inference engine within the model. Application of this concept is demonstrated in the following case study.

**Illustration for Campus Parking Garage Safety**

The illustration presented here is based on a recent study of a campus parking garage at the Ohio State University. A computer program was developed for the purpose of this study. Users of the program include designers, architects, construction engineers, and security professionals. They need only input their assessment regarding variables that determine the safety of a campus parking garage. An earlier study indicated visibility as the most important factor in reducing the vulnerability of the OSU campus garage to crime (Tseng et al. 2004). The variables of visibility include illumination, color of garage walls and ceiling, height of garage walls, transparency of elevators and stairs, and the garage’s exterior appearance and condition.

The importance of visibility is also tied to the fundamental CPTED concepts of access control and natural surveillance. Visibility is the central component of natural surveillance, permitting the intended users to observe other users of the space. According to CPTED principles, if unintended users of the space can hide from others, either because of poor lighting or areas blocked from view, then they are more likely to exhibit criminal behavior.

Illumination deals with how well the parking garage is lit; a well-lit garage will function as a better deterrent to crime than a dimly lit one. Also, a bright yet inoffensive color of walls and ceiling will increase visibility and illumination of the garage space. Visibility of the interior space from the outside world may also deter crime; hence, a low garage wall is preferred. In order to prevent garage users from falling over the wall, metal railings can be added. Similarly, transparency of elevators and stairs can be achieved by using glass walls instead of traditional solid brick walls. In addition, well designed and maintained exterior conditions of the garage may diminish the potential for crime by increasing visibility. Examples of this are the provision of low-growth shrubs, landscape plants, and student benches. Figs. 3 and 4 exemplify variables with different values.

Fig. 3 shows stairs and elevators of a five-story campus parking garage that are hidden behind tall shrubs and concrete walls. In addition, visibility of the parking space is somewhat blocked by a rather high wall. On the contrary, Fig. 4 illustrates much more transparent stairs, elevators, and parking space, which are deterrents to potential criminal activities. Also, stores on the first floor of the parking garage create the impression of a dynamic environment and a gathering place for intended users of the space, fostering natural surveillance.

While numerous other variables may be considered, the foregoing are those most frequently perceived in the OSU parking garages and will therefore be used here to illustrate garage safety...
assessment. Performance and safety associated with the preceding variables are the two aspects considered in this assessment. The basic values for performance and safety are adequate and safe, respectively. Model users may wish to add hedges such as very, fairly, and extremely, depending on their assessment. Users may wish to select up to nine implication rules for each variable. Fig. 5 exemplifies users’ selection of the number of rules. Once the number of rules is established, users may develop their own rules by establishing a value for each variable such as illumination (default values are given), as illustrated in Fig. 6. The same process can be repeated for the remaining variables: wall height, transparency of elevators and stairs, garage color, and exterior condition.

Then, using the fuzzy relation concept elaborated in the foregoing section, the relation between each value of performance and safety is established and the total fuzzy relation is produced. After creating the rules, users can begin to incorporate their assessment of the parking garage variables. Here, values entered by the users are composed with the total fuzzy relation to obtain safety assessment.

Users’ assessment of each variable and its corresponding weight is shown in Fig. 7. The figure shows that the users selected adequate illumination (100%, representing the weight of each variable; see the Appendix for details), fairly inadequate height of the garage walls (60%), neutral degree of transparency of the elevators and stairs (80%), neutral garage color (40%), and very
adequate performance of exterior condition (80%). The final step for users to determine the overall safety is to click on the “overall safety” button, leading to a graphical illustration of the overall safety assessment (see Fig. 7). The model concludes that the overall safety condition of the targeted parking garage is fairly safe.

Another potential application of this model is for maintaining the performance quality of parking garages with respect to crime prevention. For instance, the assessment entered in Fig. 7 shows that improvement can still be made to wall height, transparency of elevators and stairs, and garage color. Should improvement be initiated for all these variables so as to achieve, say, adequate, then a new overall assessment of very close to safe is produced, as can be seen in Fig. 8. Note, however, that while such improvement will ultimately increase the performance quality, the rate of increase will also depend on the implication rules and the weights that users employ for the variables. Depending on whether the rules are assigned conservatively or liberally, the rate of increase will be small or large, respectively.

Conclusion

This paper is motivated in part by one simple fact: parking garages, including those at OSU, have a relatively high incidence of crime. Garage safety performance that maximizes the ability of motorists to see what is going on around them and that deprives criminals of possible hiding places is based on the CPTED principle of natural surveillance. CPTED principles can be applied to both the design of new garages and the retrofitting of existing garages. For instance, after the initial phase of this study, lighting in a parking garage at OSU was dramatically improved by painting the ceiling white, lowering light fixtures, and increasing light intensity, leading to an increase in the feeling of safety. Initial results show that the crime rate dropped by half in the two years following installation of improved lighting (Tseng et al. 2004).

The notion of safety varies from one person to another; it is expressed subjectively and, hence, is not readily definable. Despite this, the importance of the notion is without doubt; in fact, users often include such expressions in implied production rules. Earlier studies indicate that the expressions and rules associated with them are related to the adequacy of garage safety performance; e.g., garage users may feel unsafe if they enter a garage having inadequate illumination. Besides illumination, other variables such as the height of garage walls, wall colors, transparency of the elevators and stairs, and exterior condition of the garage may contribute to the feeling of being safe or unsafe.

The fuzzy set concept is introduced and applied in a computer model to capitalize on these expressions and to yield a safety assessment of a garage. The fuzzy set model presented in this paper serves as an inference mechanism that can be used to partially match the information with the implication rules developed earlier by users. To clarify use of the model, the writers present an illustration involving scenarios in which users are able to develop their own rules regarding the notion of safety as associated with explanatory variables. Then, users enter their assessment on the adequacy of these variables to attain the overall parking garage safety. The model was developed so that novice users may be able to use it without the burden of understanding the fuzzy mechanism behind it. Results are presented graphically, thus simplifying the assessment process. The model introduced here represents...
part of a more comprehensive intelligent system that will be described and presented in future papers.

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Appendix. Fuzzy Logic Concepts

A fuzzy set, \( A \), is determined by pairs of a fuzzy element \( (a_j) \) and its membership value \( \mu_A(a_j) \), as shown in Eq. (1):

\[
A = [\mu_A(a_j) | a_j = i = 1, 2, \ldots n]
\]

where \( a_j \) = fuzzy element, and \( \mu_A(a_j) \) = corresponding membership value, representing the degree of membership of \( A \). “\( \cdot \)” is a delimiter; and the fuzzy set \( A \) is a subset of the universe of discourse \( A \), for all \( a_j \) contained in \( A \). As an example, adequate and safe can be represented by the following membership functions:

\[
A = [0.0|0.0,0.0|0.1, \ldots ,0.0|0.5,0.0|0.6, 1.0|0.7,0.0|0.8,0.0|0.9,0.0|1.0]
\]

\[
S = [0.0|0.0,0.0|0.1, \ldots ,0.0|0.5,0.0|0.6, 1.0|0.7,0.0|0.8,0.0|0.9,0.0|1.0]
\]

The fuzzy relation between \( A \) and \( S \) is defined by

\[
R_{AS} = A \times S; \quad R_{AS} \subseteq A \times S
\]

where universes of discourse \( A \) and \( S \) represent adequacy of illumination and safety of the parking garage; and \( \times = \) Cartesian product, which yields the following membership function of \( R_{AS} \):

\[
\mu_{AS}(a,s) = \mu_A(a) \wedge \mu_S(s)
\]

\[
\forall a \in A, \quad \forall s \in S, \quad \text{and} \quad \forall (a,s) \in A \times S
\]

where \( \mu_A(a) \) and \( \mu_S(s) \) = membership functions of \( A \) and \( S \), respectively; \( a \) and \( s \) = their corresponding fuzzy elements; and \( \wedge \) denotes the minimum between related membership values.

Using Eq. (5), the fuzzy relation for adequate and safe defined...
by Eqs. (2) and (3) is found as shown in Eq. (6) (in matrix form). Note that only one matrix cell appears in Eq. (6); this is due to a simplification that assumes the membership function as having a discrete form. Should these functions be continuous, results of operations will appear in more cells.

\[ R = A \times S \]

\[
\begin{array}{cccccccccc}
R & = & A & \times & S \\
| a_0 | & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 \\
| a_1 | & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 \\
| a_2 | & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 \\
| a_3 | & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 \\
| a_4 | & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 \\
| a_5 | & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 \\
| a_6 | & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 \\
| a_7 | & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 \\
| a_8 | & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 \\
| a_9 | & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 \\
| a_{10} | & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 & 0.0 \\
\end{array}
\]

\( R = A \times S \)

Oftentimes, a union of fuzzy relation, which can be used to combine the individual relations, is required; for instance, a proposition may be written as

\[ A_1 \cup S_1 \]

\[ \text{Else, } A_2 \cup S_2 \]

\[ \text{Else, } A_3 \cup S_3 \]

\[ \text{... } \]

\[ \text{Else, } A_n \cup S_n \]

Here, \( A_1, A_2, \ldots, A_n \) may represent various attributes, such as

\[ \text{very adequate, adequately, fairly inadequate, ...very inadequate}; \]

while \( S_1, S_2, \ldots, S_n \) may represent various attributes such as

\[ \text{very safe, safe, fairly safe, and unsafe}; \]

respectively. The complete implication rule, \( R_{\text{Total}} \), is defined by the following (Mamdani and Assilian 1975):

\[
R_{\text{Total}} = \bigcup_{j=1}^{m} R_{A_jS_j}; \quad j = 1, 2, \ldots, m
\]

where \( \bigcup_{j=1}^{m} \) denotes the union of all membership functions of \( R_{A_jS_j} \). The membership functions of \( R_{A_j} \) are defined as

\[
\mu_{R_{A_j}}(a, s) = \bigvee_{j=1}^{m} \left[ \mu_{R_{A_jS_j}}(a, s) \right] \quad \forall (a, s) \in A \times S
\]

where \( \bigvee_{j=1}^{m} \) denotes maximum over \( j = 1, 2, \ldots, m \).

Suppose that positive assertions are used in Eq. (7), in which \( A_1, A_2, \) and \( A_3 \) represent various attributes, such as

\[ \text{adequate, fairly adequate, and fairly inadequate}; \]

and \( S_1, S_2, \) and \( S_3 \) represent various attributes such as

\[ \text{safe, fairly safe, and unsafe}; \]

respectively. Eq. (5) is employed to establish each fuzzy relation, while Eqs. (7)–(9) are used to obtain the total fuzzy relation, \( R_{\text{Total}} \), represented by Eq. (10).

\[
R = A \times S
\]

Suppose now negative assertions are used in Eq. (7), in which \( A_1, A_2, \) and \( A_3 \) represent various attributes, such as

\[ \text{inadequate, fairly inadequate, and inadequate}; \]

and \( S_1, S_2, \) and \( S_3 \) represent various attributes such as

\[ \text{unsafe, fairly unsafe, and very unsafe}; \]

respectively. The total fuzzy relation, \( R_{\text{Total}} \), now yields Eq. (11) as follows:

\[
R = A \times S
\]

To further integrate the positive and negative assertions, Eqs. (10) and (11) yield \( R_{\text{Total}} \).
The membership function of fuzzy composition between $A_1 \subseteq A$ and $R_{\text{Total}} \subseteq A \times S$ can be found through the following equation (Zadeh 1965):

$$\mu_{A_1;A_2}(a,s) = \bigvee_{j=1}^{n} \left[ \mu_{A_1}(a) \land \mu_{A_2}(s) \right]_j$$

$$\forall (a,s) \in A \times S; \ j = 1, 2, \ldots, n. \ R_{A_1;A_2} \subseteq A \times S \quad (13)$$

where “$\land$” denotes fuzzy composition; and $\bigvee_{j}[]$ = maximum value of all $[\cdot]_j$ for $j = 1, 2, \ldots, n$.

Eq. (13) essentially extends $A_1$ cylindrically to become $A_1^+$, which is now contained in the universe of discourse $A \times S$. Suppose that fairly inadequate, or $A_1$, is defined by the fuzzy set shown in Fig. 1 whose membership function is represented by Eq. (14); and $R_{\text{Total}}$ is defined by Eq. (12)

**fairly inadequate**

$$= [0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 0.2 | 0.0 | 0.3 | 1.0 | 0.4 | 0.0 | 0.5 | \ldots | 0.0 | 1.0]$$

(14)

Using Eq. (13), the composition of $A_1$ and $R_{\text{Total}}$ yields Eq. (15), depicted in Fig. 2, which can be interpreted as unsafe, the value of the campus parking garage safety the user is looking for

$$\text{unsafe} = [0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.2 | 1.0 | 0.3 | 0.0 | 0.4 | \ldots | 0.0 | 1.0]$$

(15)

The operation using Eq. (13) to obtain Eq. (15) (represented by Fig. 2) is similar to a matrix operation except that multiplication is replaced by minimum and summation by maximum. For example, the value 1.0 in the matrix in Eq. (15) [corresponding to the fourth column in Eq. (14)] is obtained by first comparing the third column of the membership values in Eq. (14) to the corresponding values of the matrix in Eq. (12) (corresponding to $a_3$ and $s_2$), then taking their minimum values and, subsequently, taking the maximum of these minimums.

The fuzzy mean shown in Eq. (16) takes into account the contribution and weight of all variables considered (Hadipriono 1988):

$$A_{\text{Total}} = \frac{\sum_{i=1}^{n} A_i \cdot W_i}{\sum_{i=1}^{n} W_i} \quad (16)$$

where $A_{\text{Total}} =$ total safety assessment; $A_i =$ safety assessment for each variable [e.g., Eq. (15)]; and $W_i =$ corresponding weight of the variable (in percent). Because, in this study, the membership functions are represented by congruent isosceles triangles, fuzzy addition, multiplication, and division contained in Eq. (16) revolve around the base of the triangles. For instance, if adequate in Fig. 1 is defined as $(0.6, 0.8)$ and has a weight of 80%, then the new adjusted value is $(0.48, 0.64)$, which takes the shape of a similar triangle shifted to the left.

**Notation**

The following symbols are used in this paper:

- $A$ = universe of discourse of “assessment on safety”;
- $A$ = fuzzy set of “assessment on safety”;
- $a$ = fuzzy element;
- $R$ = fuzzy relation;
- $S$ = universe of discourse of “safety”; and
- $S$ = fuzzy set of “safety”;

$W =$ corresponding weight of fuzzy variable.

**Subscripts**

- $i,j =$ positive integer indices;
- $m,n =$ number of fuzzy elements;
- Total = total relation from assessment on safety and safety;
- Total1 = positive fuzzy relation;
- Total2 = negative fuzzy relation; and
- $l =$ example assessment on safety.

**References**


