### Project Goal

**A:** This project will address two essential needs identified in the process of developing an emergency response plan. The first is to clarify paths of communication and communication templates for a variety of emergency scenarios. The second is to provide ongoing training for faculty, staff, and students on how to respond in various emergency scenarios. This project will develop training modules and establish the necessary path descriptions and communication templates.

### Reasons For Project

**A:** In the light of recent events on college campuses, the need to address student, parent, faculty and staff concerns about safety and security has become increasingly apparent. Though Southeast has already put in place emergency response procedures, a recent review conducted by the Emergency Response Planning Team indicates that the institution’s emergency preparedness could be substantially strengthened by establishing more detailed communication procedures and providing additional emergency response training for faculty, staff, and students.

### Organizational Areas Affected

**A:** The entire University community will be affected by this project, including students, faculty, and staff. The Department of Public Safety is the primary unit responsible for these activities and most directly affected by them.

### Key Organizational Process(es)

**A:** This project will improve processes related to emergency notification and response.

### Project Time Frame Rationale

**A:** Initial communication protocols and training modules need to be developed, piloted, and evaluated (through surveys and emergency simulations) in the first year, before final implementation in the second year.

### Project Success Monitoring

**A:** Track (a) number and type of training modules developed, (b) completion of supporting documents for communication protocols and emergency response support, (c) number of faculty and staff trained, and (d) feedback from campus constituencies concerning the success of the project (e.g., post training participant evaluations and post-simulation evaluations).

### Project Outcome Measures

**A:** Primary outcomes: (a) all employees of the University confirmed to have completed emergency response training, (b) high level of participation by students in student-oriented training sessions, both on-line and face-to-face, (c) final publication of support materials, (d) results and campus-wide emergency preparedness awareness and satisfaction survey.
## Project Update

### 1: Project Accomplishments and Status

#### A: Since this project was officially established late in spring of 2009, many of its intended accomplishments have been instituted. The following are accomplishments to date:

**Training**
- Building Coordinator training module updated and implemented and building coordinators have been identified and trained.
- Emergency Preparedness Orientation module created and implemented for faculty and staff. More than 400 staff members have been trained with ongoing training for new hires implemented through New Staff Orientation. More than 30 faculty trained with ongoing training implemented through TEW.
- Emergency Preparedness Orientation refresher module created and implemented online for new training beginning September 2010.
- The Active Shooter/Violent Intruder training module created and members of the University Public Safety team and residence life staff members have completed the training. New modules are being created for additional staff and the faculty.

**Communication**
- Network messaging system has been installed on 2,289 computer desktops in all University offices and computer labs at all campus locations. Protocols were established for staff access to disseminating messages through the system. Network messaging is tested monthly at noon on the first Wednesday of the month.
- Emergency “red” phones have been installed on all floors in all academic buildings throughout the campus. When callers pick up the receiver, it automatically connects to the Department of Public Safety (DPS).
- An after-hours recording was set up to enable callers to push #1 if the call is a 9-1-1 emergency.
- A dedicated emergency 911 telephone line was installed at DPS.
- For quick access to University staff, a dedicated Voice Calling Tree was activated. Currently, 15 offices have signed up for the system and received training.
- In the event of a major emergency, the Switchboard operators would be flooded with calls; therefore, pre-recorded messages were established for both the DPS switchboard and the University switchboard. Protocols were established for adding additional phone answerers to both switchboard operations.
- Media and visitor staging areas were established for emergency operations, and protocols for communication with both were created.
- Debriefing areas and protocols for those areas were created.
- A system of Weather Alert Text messages was created for faculty and staff.
- An emergency text messaging system has been purchased, installed and more than 1,650 people have signed up for the alerts.
- Protocols were established for staff access to disseminating messages through the system and periodic testing has occurred. The system has been utilized for electrical power outages.
- DPS established a system of posting emergency preparedness plans and news updates on the University’s portal and through the bi-weekly “Newswire.” In addition, they created an earthquake emergency preparedness online quiz and more than 250 faculty and staff participated by taking the online quiz.
- Indoor intercom emergency alert system is in the implementation stages. While implementation is moving slower than we had originally planned, the University will have the system installed in one residence hall by August 1.
- DPS established an Emergency Procedures manual and copies have been posted in every office on campus.
- EOC members will be unable to accept phone calls in event of an emergency. DPS collected family contact information for all EOC members; and procedures were put in place to quarterly remind all faculty and staff to update their emergency contact information.

### 2: Institution Involvement

#### A: At some point in the past year, every faculty, staff and student has been impacted by this project in some way, whether through receiving training, signing up for emergency text messaging, reading about emergency preparedness plans in Newswire or on the portal, or observing the monthly network emergency messages on their computer.

### 3: Next Steps

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### Resulting Effective Practices

**A:** Effective protocols and practices have been established for text messaging and network messaging.

### Project Challenges

**A:** The major challenge is to develop instruments that permit assessment of the success of the project.

### Update Review

**1: Project Accomplishments and Status**

**A:**
- The evidence presented indicates that the institution is making good progress on a complex improvement project that addresses AQIP Category Six (Supporting Institutional Operations) and, through achievement of project goals, AQIP Category Five: Leading and Communicating. The two goals stated in the Project Details are to 1) clarify paths of communication and communication templates for a variety of emergency scenarios and 2) to provide ongoing training for faculty, staff and students. The team can consider information related to overall training attendance as well as how the project will ensure that ongoing training is instituted (to report as part of the overall assessment plan).

**2: Institution Involvement**

**A:** The statements presented in the Project Accomplishments and Status section provide evidence that the communication plans and training have impacted members of multiple key stakeholder groups throughout the university. It is important to consider the extent to which representatives of all campus stakeholders are part of the discussions, as this can be very important in gaining buy-in from these groups as plans are developed. As part of the assessment plan, the team may want to consider collecting information on how many faculty, staff and student have actually been impacted and in what ways. This would be the means to determine more clearly institutional involvement.

**3: Next Steps**

**A:** The team has accomplished a great deal in the previous year and moved the project significantly forward. The next steps appear to involve finalizing objectives from the project in preparation for a large simulated disaster event that can be used for project evaluation. It would be helpful as well to include in updates what is left to be done, as this will help reviewers to get a stronger sense of the stage of completion of the project.

**4: Resulting Effective Practices**

**A:** The two practices listed are very important components of a disaster plan, and text messaging incorporates technological advances and is consistent with contemporary faculty, staff and student use of mobile phones. One suggestion that the team might consider is elaborating further, perhaps as part of the final report, all effective practices that evolve from the project, particularly those that can be used in other projects. It is likely, for example, that the team, through its work, is building a set of effective practices based around campus-wide training as well as in communication tactics and strategies.

**5: Project Challenges**
This is indeed a challenge in a project of this magnitude and in a project that unfortunately cannot be adequately assessed until it actually needs to be deployed. In the first section, there are a number of objectives that have been met, and those indicate that the assessment of such a project will be multifaceted. Collecting data on training attendance, the numbers of faculty, students and staff signing up for texting services is an important way to assess the success of the communication and training plan. Also, the team could consider adding questions related to knowledge of institutional emergency plans to annual student, faculty, and staff surveys. Many institutions have developed such plans in responses to campus disasters, and it might be useful for the team members to consult with other campuses that have revised and implemented policies to collect a set of best practices around assessment.

### Project Outcome

1. **Reason for completion**

   The project goal was to clarify paths of communication and communication templates for a variety of emergency scenarios and to provide ongoing training for faculty, staff, and students on how to respond in various emergency scenarios. The primary goals have been met while addressing those goals, additional organizational areas were analyzed and affected.

   We developed an extensive and thorough emergency communication plan which is posted on a specially designed University website (http://www.semo.edu/safety/index.htm) utilizing a number of communication devices including:

   - University Emergency Procedures printed guidelines distributed to all faculty and staff and prominently displayed in all offices, residence halls, classrooms, etc., both on campus and on our regional campuses
   - Additional 9-1-1 lines installed in Public Safety
   - Red emergency phones installed on every floor in every academic building on campus
   - Campus-wide text messaging alert system
   - Campus-wide Urgent-alert computer messaging system
   - Extension of the outdoor-warning system into residence halls
   - Urgent Alert portal messages for students and Newswire messages for faculty and staff

   The above were in addition to several other emergency communication plan devices already in place.

   For all of the above communication devices, emergency communication templates were developed and those deploying the emergency communications were trained in the use of the templates.

   We developed an extensive emergency training program for faculty, staff, and students.

   **Students**: residence hall students receive ongoing training through their Resident Advisors and all students receive training in First Step (orientation) sessions. The Office of Public Safety routinely posts emergency training and safety tips and tools on the student portal (in-house computer communication channel), and periodically works with the officers of Student Government on other special events for training purposes. Additionally, emergency procedures webinars were either purchased or created and are made available to any student who wishes to update his/her training.

   **Faculty and staff**: all new faculty and staff receive training in their orientation sessions, and all faculty and staff have received the University Emergency Procedures training booklet. Additionally, several emergency training modules are online and can be accessed at any time by faculty and staff; however, at the current time, training is voluntary.

2. **Success Factors**

   This project brought to light a number of emergency communication gaps and over the past two years, the University has been able to bridge those gaps with a full cadre of emergency communication devices as listed in question number 1. To test the effectiveness of those communication devices as deployed, we have held a number of emergency scenarios and have been able to show that we have successfully communicated with a large percentage of faculty, staff, and students.

   This project galvanized us into creating emergency preparedness training programs – something we did not have at all prior to this project. We've developed a number of successful training programs and options for delivery and have been able to assess the successfulness of that training through several disaster scenarios we staged.
3: Unsuccessful Factors

A: While we have developed several training programs and modules, we have yet to make the training mandatory for anyone other than new faculty and staff hires. We cannot be assured that ALL students are receiving training and training is strictly voluntary for faculty and staff. Many have taken advantage of the training that is being offered, but unless it becomes mandatory, there always will be a percentage of faculty, staff and students who have not received any training at all.

In addition, we know that one-time training will not be sufficient. While faculty, staff and students certainly need to receive initial training, there will need to be a program for retraining or refresher training.