



**UNIVERSITY OF THE PACIFIC**

**Division of Student Life**

**CAMPUS POLICE AND SECURITY PROGRAMS**

**Program Review**

**March 2013**

**Committee Report**

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## **Program Review Committee**

**Ken Mullen**, Committee Chair, Associate Vice President/ Controller - Business & Finance

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**Scott Evans**, Instructor & Director for Writing Assessment - Educational Resource Center

**Megan Garrison**, Resident Director & Graduate Student - Housing & Greek Life

**Daniel Hammer**, Undergraduate Student - Business Administration

**Alan Ray**, Assistant Professor - Communications Department

**Faye Snowden**, Director for Communication Infrastructure - Office of Information Technology

**Steve Whyte**, University Events Manager - Development

## Overview:

The Program Review Team of the public safety program at the University of the Pacific's Stockton campus recognizes public safety as being strategically important to the well-being of the University's mission. There are local challenges to safety and security that are unique to the Stockton area to which a well-run Department of Public Safety (DPS) must respond. The stakeholders of DPS include students and their parents, visitors, faculty and staff, the City of Stockton (including police and fire departments), etc. It is a program that touches every person across the campus. Doing its part to fulfill the spirit of Beyond Our Gates, DPS helps secure not only the perimeter of the campus, but beyond into the nearby city neighborhoods.

The University asserts that its campus is a safe environment and facts support this assertion. There are numerous strengths to DPS, starting with the exemplary peace officers and their leadership. These personnel enjoy excellent relationships around campus and reaching into the city. They are well resourced and well trained and fulfill their sworn duties in excellent fashion.

The scope of this review included only the Stockton campus program and how it carries out its safety and security duties on-campus and on the campus perimeter, including surrounding neighborhoods.

## Methodology:

The fundamental framework used to review the program was taken from the Council for the Advancement of Standards in Higher Education (CAS Standards). For DPS, there are 12 CAS standards, or categories, to assess which are listed below:

Mission

Program

Organization and Leadership

Human Resources

Ethics

Law, Policy, and Governance

Diversity, Equity, and Access

Institutional and External Resources

Financial Resources

Technology

Facilities and Equipment

Assessment and Evaluation

The fundamental source document used to review the program was a self-study report, and associated extensive background material, provided by the **Director of Public Safety, Chief Mike Belcher**. The report was very thorough and supplied a solid foundation from which to build the program review.

A Program Review Committee consisting of staff, faculty, and students was formed and each committee member was assigned one or two CAS standards from which to measure the effectiveness of DPS. The general methodology used to conduct the review was to acquire information from the self-study materials and other data, and to also individually conduct in-depth interviews with both University and non-University personnel who had unique perspectives on the program. A very important aspect of this review was the committee's joint interview with Lieutenant Zackary and Battalion Chief Duaine, respectively from the Stockton Police and Fire Departments. They were very willing and constructive participants in the process and the committee appreciates their time and energy spent on this review.

## Affirmations / Recommendations:

### Summary

The Department of Public Safety is strategically vital to the University's future and should carefully align its strategic initiatives with those of the institution. Overall, DPS is effectively delivering its services and is considered, by both internal and external stakeholders, to be a well run program. To further enhance this effective program, the committee has made several recommendations for DPS to consider as it strategically plans for the future. These recommendations are varied in scope and cost, but the majority of them can be classified into the following themes.

#### *Human Resources*

There are specific training topics that should be considered including a focus on ethics, diversity and specialized equipment. The officers already receive a great deal of training which, to varying degrees, touch on these topics. Given the ever increasing diversity in the population and in the nature of threats, specialized and focused training in these areas is recommended. Also, additional staffing should be considered to support dispatch, administrative and leadership functions. Further, a more visible presence on the campus, possibly focusing on its perimeter, should be considered which could be accomplished by contracting with a private security firm. We leave it to DPS leadership to prioritize these needs.

#### *Facilities/Equipment*

Current facility space is inadequate and insecure. Consideration should be given to expanding according to Chief Belcher's plan. At a minimum, separate locker rooms should be provided for male and female officers and some level of security should be given to the dispatch area. Shortfalls in specialized equipment should be assessed, especially to handle the threat of an

active shooter on campus. Other needs include providing facilities better equipped to electronically charge and maintain vehicles and outfit additional officers as they come on board.

### *Technology*

There are a number of technological enhancements to be considered that impact the communication aspects of DPS from dispatch to a police car arriving on scene, etc. As technology is added, it is recommended that DPS consult with both Stockton Police and Fire departments to assure any coordination issues are fully examined.

### *Other*

The Program Review Committee recommends keeping the current process of assessing and evaluating its policies, personnel, equipment, crime patterns, and student support and educational programs. The DPS does an exemplary job of measuring its effectiveness in service to the University.

## **Listing of All Recommendations:**

The recommendations from each reporting team are presented in order of “First Tier” or “Second Tier” priority, and are grouped by similar types of recommendations (Human Resources, Facilities/Equipment, Technology, and Other). Each recommendation is noted with the Standard team that made the recommendation.

### **First Tier Recommendations**

#### **1. Human Resources (Staffing, Training)**

- a) The University should consider the hiring of additional private security officers to assist patrol of the campus, as recommended in this section of the self-study. (Organization & Leadership)
- b) It is recommended that Lieutenant’s position be considered for full time (Note: Adding this half-time position has made noticeable improvements in the department). (Human Resources)
- c) It is recommended that funding be provided to create a position to monitor videos and other important tasks). (Human Resources)
- d) DPS should do POST training, especially with regard to critical incident reports, or continue to work with Stockton PD to attend similar training. (Law, Policy, and Governance)
- e) It is recommended that DPS offer training/communication to their staff who need it in areas of technology especially when it comes to critical information like current password access to video cameras, etc. (Human Resources)

#### **2. Facilities / Equipment**

- a) Recommending that the request for additional area (3<sup>rd</sup> floor) by DPS be approved. It will improve dispatching office, DPS operations, equipment storage and provide separate bathrooms for men and women. (Facilities and Equipment)

#### **3. Technology**

- a) As recommended by Lt. Zakhary, we should acquire a software license and allow access to the “California Law Enforcement Telecom System” (CLETS) onsite for Pacific’s Public Safety. This will allow DPS to run Wants and Warrants as well as vehicle license plates and driver’s license numbers without using SPD’s systems, allowing university police to have information faster and operate more efficiently on their own. Proper training should be implemented to prevent abuse of law enforcement access. (Facilities and Equipment, and Law, Policy, and Governance)
- b) Recommending that dispatch computer systems be upgraded to Tiburon, to be compatible with SPD. (Facilities and Equipment)

- c) Develop an ongoing funding strategy for refreshes and upgrades based on an overarching technology strategy for Public Safety. The overarching technology strategy should include an inventory of computer systems and processes in use by DPS as well as technology needed for physical campus security. The development of the strategy should include an understanding of technology currently in use and requirements for upgrades. This will allow DPS to organize its approach to technology acquisitions and better justify funding instead of replacing technologies reactively. (Technology)
  - i. Develop ongoing funding based on the above strategy. (Technology)
  - ii. Include technology funding with all new positions. (Technology)
  - iii. Notwithstanding the development of an overarching strategy, immediately replace laptops in the patrol cars and reconfigure the dashboard configuration for optimal use. (Technology)

## **Second Tier Recommendations**

### **1. Human Resources (Staffing, Training)**

- a) It is recommended that DPS offer an approximately 2 hour mandatory training on Ethics every 2 years for all officers, to mirror requirements within Stockton Police Department (SPD). (Human Resources)
- b) As a best practice, establish a set amount of yearly Ethics training that requires all active Public Safety Officers to attend. Though sexual harassment training and the General Orders cover ethical behavior in general, best practices in training recommend at least a focused class once a year on ethical standards that everyone involved in law enforcement must adhere to. We recommend that Public Safety set a specific requirement for ethics training for their officers. Public Safety has identified a teacher of police ethics at Delta College that will be working with the department to develop this training. (Ethics)
- c) Develop a comprehensive and repeatable diversity training plan for existing as well as new Public Safety Officers in collaboration with Diversity and Community Engagement and Multicultural Affairs. Training should be conducted on a regular basis and training activities communicated as appropriate. (Diversity, Equity, & Access)
- d) Identify training that can be given to the Pacific campus community on recognizing suspicious activities and behaviors. (Diversity, Equity, & Access)
- e) Provide a technology training plan for Public Safety staff. (Technology)

### **2. Facilities / Equipment**

- a) Recommending replacing triple beam scale with a new digital scale as funds become available. A digital scale would be easier to use, calibrate and be more accurate when weighing confiscated drugs. (Facilities and Equipment)

### **3. Technology**

- a) Improve collaboration with OIT and OIT Security. (Technology)
- b) Have a Smart Phone app that can incorporate all the services and information that DPS has available – one click links – information available in real time at a moment’s notice. (Program)

#### **4. Other**

- a) Though counseling through the Student Victims Advocate Office, Police Union and Chaplain is available to help officers in need of assistance with emotional distress, a peer support system could be established as recommended by Lt. Zakhary of the SPD. In this system, an officer in need of someone to talk to can go to his fellow officer instead of the other previously listed options. Training for this new system would be required, but examples on how to run such a mentorship program can be taken from SPD’s peer support group if needed. (Ethics)
- b) In order to provide transparency to the Pacific community, Stockton community and potential constituents, the DPS mission, vision & values should be visible for public viewing through, but not limited to: University of the Pacific, Public Safety and Services Website, social media outlets (Facebook, Twitter) and the Tiger Lore Student Handbook. (Mission)
- c) It is recommended that the MOU be updated and revised to reflect changes in the working relationships between SPD and DPS. (Law, Policy, and Governance)
- d) It is recommended that DPS consider providing additional counseling resources such as Stockton PD has namely “Peer to Peer” counseling and communicate that University Chaplain is available as well, as a resource. (Human Resources)
- e) The Stripes Program still needs to be enhanced with training of the students specifically in the area of intercultural competencies: skills for understanding and interacting with people from different backgrounds, genders, gender expressions, sexual orientations, ethnicities, races, abilities etc. (Program)
- f) The University should consider outsourcing the updating of policy training and policy manuals because of ever-changing laws, as recommended in this section of the self-study. (Organization & Leadership)
- g) Develop a plan to market DPS services, especially to students. (Diversity, Equity, & Access)

## **Team Reports:**

### **Standard 1: Mission**

1. Reviewed by: Megan Garrison, Resident Director & Graduate Student - Housing & Greek Life

2. Process of Review: Institutional benchmarking with eight peer institutions.
3. Consistency with CAS Standards: The CAS Standards have been implemented and remain visible within the Campus Police and Security Programs vision of a safe campus and community
4. Comments on Recommendations from the Self-Study:
 

(1.2.1) In order to provide transparency to the Pacific community, Stockton community and potential constituents, the Campus Police and Security Programs mission, vision & values should be visible for public viewing through, but not limited to:

  - University of the Pacific, Public Safety and Services Website
  - Facebook
  - Twitter
  - Tiger Lore Student Handbook

(1.2.1/1.2.2/1.3.3) Campus Police and Security Programs must continue to review, update and align their vision in order to reflect the continuous shift in safety concerns of the University of the Pacific's campus and community.
5. Additional Comments and Affirmations: I specifically looked at which Public Safety/Campus Safety departments from comparable institutions and whether or not they provided transparency for the community in which they serve. The institutions with the most information provided (See Benchmarking Report) were the departments that allowed for their mission, vision and values to be seen by the public through the department website and/or other forms of social media.
6. Program Review Committee Recommendations: In order to provide transparency to the Pacific community, Stockton community and potential constituents, the Campus Police and Security Programs mission, vision & values should be visible for public viewing through, but not limited to: University of the Pacific, Public Safety and Services Website, social media outlets (Facebook, Twitter) and the Tiger Lore Student Handbook.

## **Standard 2: Program**

1. Reviewed by: Steve Whyte, University Events Manager - Development
2. Process of Review: Interviews
3. Consistency with CAS Standards: The Program review is consistent with the Part 1 of the CAS Standards.
4. Comments on Recommendations from the Self-Study: DPS is doing an excellent job of protecting the campus community through the various methods as outlined in the Self-

Study. It appears DPS is doing an admirable job of informing the campus community of the services, but as with anything, top of mind awareness is critical and more can be done to ensure the campus community what services are available and when.

5. **Additional Comments and Affirmations:** With today's technology, a Smart Phone App seems to have a perfect application here. The University should have an app that can incorporate all the services and information that DPS has available – one click links – information available in real time at a moment's notice. One additional comment and suggestion has been made – The Stripes Program still needs to be enhanced. It is moving in a positive direction, but more needs to be done to meet students' needs, perhaps enhanced training of the students specifically in the area of intercultural competencies: skills for understanding and interacting with people from different backgrounds, genders, gender expressions, sexual orientations, ethnicities, races, abilities etc. One of the interviewees reported interactions that indicate more training is needed.
6. **Program Review Committee Recommendations:** The University should have a Smart Phone app that can incorporate all the services and information that DPS has available – one click links – information available in real time at a moment's notice. Also, the Stripes Program still needs to be enhanced with training of the students specifically in the area of intercultural competencies: skills for understanding and interacting with people from different backgrounds, genders, gender expressions, sexual orientations, ethnicities, races, abilities etc.

### **Standard 3: Organization and Leadership**

1. **Reviewed by:** Alan Ray, Assistant Professor - Communications Department
2. **Process of Review:** Interviews conducted with City of Stockton police and fire officers regarding their perspective of the leadership of Public Safety (DPS). Interviewed current patrol officers with Public Safety (DPS) regarding their perceptions of leadership and organization. Read comparable organizational/leadership guidelines and mission statements from other campus public safety programs in Northern California. Held focus group of students to ascertain their perception of the leadership and organization of DPS.
3. **Consistency with CAS Standards:** The information contained in the self-study is consistent with the CAS Standards.
4. **Comments on Recommendations from the Self-Study:** The recommendations from this particular section of the self-study do an excellent job of utilizing strengths and modifying weaknesses of the organizational structure and the leadership dynamic of the DPS.

5. Additional Comments and Affirmations: Based upon the observations, perceptions, and interviews conducted to examine the merits of this section of the self-study, the DPS has an effective strategy for providing organization and leadership this important unit of the University.
6. Program Review Committee Recommendations: The program review committee encourages adoption of the 2 principle recommendations of this section of the self-study. The University should consider outsourcing the updating of policy training and policy manuals because of ever-changing laws. And, the University should consider the hiring of additional private security officers to assist patrol of the campus. Both of these recommendation would further enhance organizational and leadership effectiveness.

#### **Standard 4: Human Resources**

1. Reviewed by: Ash Chaudhry, Senior Risk Management Specialist - Risk Management
2. Process of Review:
  - Reviewed the assessment document
  - Interviewed a Pacific Public Safety Officer, Chan Saechao
  - Interviewed a SPD Officer (group format)
  - Interviewed a second Public Safety Officer, Wayne Germann
  - Interviewed Jane Lewis & Karen Mendoza of Pacific HR.
  - Reviewed a document titled “National Summit on Campus Public Safety, Strategies for Colleges and Universities in a Homeland Security Environment”, web link:  
<http://www.cops.usdoj.gov/Publications/NationalSummitonCampusPublicSafety.pdf>
3. Consistency with CAS Standards: It appears to be consistent
4. Comments on Recommendations from the Self-Study: Recommendations given support self- study recommendations. There are additional recommendations that were not in self-study.
5. Additional Comments and Affirmations: Develop alternative sources (vendors) for training and offer training on new equipment such as Riot shield, body armor, ballistic helmets/leg & arm protection (if made available).
6. Program Review Committee Recommendations:

- a) It is recommended that Lieutenant's position be considered for full time (Note: Adding this half-time position has made noticeable improvements in the department).
- b) It is recommended that funding be provided to create a position to monitor videos and other important tasks.
- c) It is recommended that DPS offer a ~2 hour mandatory training on Ethics every 2 years for all officers.
- d) It is recommended that DPS offer training/communication to their staff who need it in areas of technology especially when it comes to critical information like current password access to video cameras, etc.
- e) It is recommended that DPS consider providing additional counseling resources such as SPD has namely "Peer to Peer" counseling and communicate that University Chaplain is available as well, as a resource.

## Standard 5: Ethics

1. Reviewed by: Daniel Hammer, Undergraduate Student - Business Administration
2. Process of Review: Interviewed Officer Nicholas Demuth, DPS. A Resident Assistant (RA) who wished to remain anonymous. Lieutenant Tina Zakhary, Stockton Police Department, Field Operations Division. Battalion Chief Matt Duaine, Stockton Fire Department
3. Consistency with CAS Standards: All information contained in the Self-Study is consistent with CAS standards.
4. Comments on Recommendations from the Self-Study: As of the recent *Self-Study*, there were no recommendations that were listed to improve the "Ethics" portion; only a rating of 3 on the "Overall Rating for 'Training'" was annotated. This will be corrected with the current review that was conducted.
5. Additional Comments and Affirmations: Through the interviews and discussions with students on campus, the overall views of the Public Safety Department have been positive. The responses received from students and staff alike were very much in favor of how Public Safety officers handle themselves among the school community. On rare occasions has there been any complaint on the way officers/dispatchers treat or interact with students. Since ethics in itself is such a broad topic, it applies to most of a law enforcement officer's work. That being said, there is little to no reference to the amount of time spent on ethics training within the "Ethics" portion of the Self-Assessment, nor is there a reference as to where these values derive from (i.e.: Are the current ethical standards from the General Orders that the Public Safety Department runs on, or another set of regulations/training that were not listed in the last study?) There is also a

reasonable amount of counseling and support that is provided to help officers maintain mental health such as the Student Victims Advocate office as well as a Chaplain and contacts with the Police Union that can help provide assistance when necessary. Since mental health is key to maintaining proper ethical behavior, these necessary safeguards must remain available 24/7.

6. Program Review Committee Recommendations:
  - a) As a best practice, establish a set amount of yearly Ethics training that requires all active Public Safety Officers to attend. Though sexual harassment training and the General Orders cover ethical behavior in general, best practices in training recommend at least a focused class once a year on ethical standards that everyone involved in law enforcement must adhere to. We recommend that Public Safety set a specific requirement for ethics training for their officers. Public Safety has identified a teacher of police ethics at Delta College that will be working with the department to develop this training.
  - b) Though counseling through the Student Victims Advocate Office, Police Union and Chaplain is available to help officers in need of assistance with emotional distress, a peer support system could be established as recommended by Lieutenant Tina Zakhary of the Stockton Police Department. In this system, an officer in need of someone to talk to can go to his fellow officer instead of the other previously listed options. Training for this new system would be required, but examples on how to run such a mentorship program can be taken from Stockton Police Departments peer support group if needed.

## **Standard 6: Law, Policy, and Governance**

1. Reviewed by: Scott Evans, Instructor & Director for Writing Assessment - Educational Resource Center
2. Process of Review: Interviews and emails
3. Consistency with CAS Standards: All information contained in the Self-Study is consistent with CAS standards
4. Comments on Recommendations from the Self-Study:
5. Additional Comments and Affirmations:
  - From Lieutenant Tina Zakhary, Watch Commander, Stockton Police Department: “It is specified by the MOU on Section 5. c. (Page 5) that offices have CLETS (“California Law Enforcement Telecom System”) access, therefore I still support that notion that you be allowed your own CLETS access on UOP PD site, but have extra audits to ensure personnel do not violate laws regarding law enforcement systems

access. It happens quite often in police agencies, and it is a fireable offense since it is a misdemeanor. We are working on it with your dept. though, from what I understand. Maybe consider having officers at UOP PD do required POST training with the Stockton Police Department so all officers are on the same page when a critical incident occurs. That could be a part of the MOU. This is just my opinion, and we have other agencies train at our Advanced Officer Training, including Port PD.” Captain Belcher noted that Public Safety has been assigning officers to the Stockton Police Advanced Officers training each year and currently has officers scheduled over the next couple of months. Public Safety would like to have officers attend POST training off site which Stockton Police receives reimbursement but we do not qualify. Public Safety will work with Stockton PD to see if they can identify a way for us to also get this free off site training.

- From SA Steve Duper, Recruiter/Applicant Coordinator, Sacramento FBI: “I’ve had a chance to review the Law, Policy and Governance document you gave to me and I don’t really have much to add to it. I don’t have any of the attachments referenced in the document but the rest of the document seems pretty straightforward and complete.”

6. Program Review Committee Recommendations:

- a) After speaking with a retired attorney who worked for the Downey and Brand law firm, I recommend updating and revising the MOU to reflect changes in the working relationships between Stockton PD and UOP Dept. of Public Safety.
- b) As recommended by Lt. Zakhary, we should allow CLETS access on DPS site, but encourage proper training to prevent abuse of law enforcement access.
- c) DPS should do POST training with Stockton PD, esp. with regard to critical incident reports, or continue to work with Stockton PD to attend similar training.

## **Standard 7: Diversity, Equity, and Access**

1. Reviewed by: Faye Snowden, Director for Communication Infrastructure - Office of Information Technology
2. Process of Review: The process of review began with a review of Public Safety’s November self-study report and a review of the CAS standard. A developed list of questions based on the self-study and CAS standards was sent to each interview candidate before an in-person interview took place. Due to scheduling conflicts, the interview of the ASUOP President, Alan Hensley, took place over the phone. The following individuals were interviewed in-person:

- Sally Coleman, Associate Director of Human Resources and Jane Lewis, Assistant Vice President, Human Resources
  - Lisa Cooper, Associate Vice President of Diversity and Community Engagement, Career Resource Center
  - Tenaha Telis, Assistant Professor, Educational Resource Center
  - Serjio Acevedo, Director, CIP and Multicultural Affairs
  - Alan Hensley, ASUOP President (on phone)
3. Consistency with CAS Standards: The information contained in the self-study appears to be consistent with the CAS standard.
  4. Comments on Recommendations from the Self-Study: Public Safety did not appear to include any specific recommendations regarding diversity, equity and access in the self-study.
  5. Additional Comments and Affirmations: Public Safety's November 2012 self-study report illustrates the department's commitment to diversity by asserting its support for the University's statement on diversity, and recognizing the importance of respect for diversity in the department's mission statement. They mention as creating positive impact the collaboration and support provided for University diversity related events (Black Student Union dance, Vietnamese New Year Celebration, LGBTQIA Conference, etc.); transportation assistance provided to students with disabilities through the STRIPES program; and Public Safety's role on the Bias Response Team.

As stated in the self-study report and evidenced by the interviews for this program review, the emphasis Public Safety places on diversity has been successful. Most interviewees noted that Public Safety leadership demonstrates a commitment to creating an accessible and welcoming environment to all people. The Chief regularly collaborates with other constituents to seek new ways in which the department can better realize its mission as it relates to diversity. He has frequent conversations with other departments on how Public Safety can be a mentor and advocate for students. Not one of those interviewed had any doubt that Public Safety can change standard operating procedures and policies if appropriate and necessary for creating a more welcoming environment. For example, Public Safety modified procedures to assign officers to specific areas of campus and constituents. In regards to diversity of Public Safety staff, the Chief uses the Stockton Police applicant pool to help ensure diversity among Public Safety officers, and has had conversations with Human Resources in an effort to expand its applicant pool to be more inclusive. Interviewees unanimously agreed with the overall impression that Public Safety is committed to protecting and providing services in a focused, fair, balanced and respectful way to all served.

The University has an over-arching policy for diversity or discrimination complaints that will address Officers as individuals if they behave in a manner contrary to the University's policy on diversity, or engage in discriminatory practices.

While the overall impression was positive, the following points were identified:

- a) Officer training on diversity: While most interviewees noted that the Public Safety leadership is fully committed to diversity, some questioned if that commitment permeates through the ranks. For example, one interviewee stated that officers appear to be so focused on gathering the facts for incident reports; they forget to demonstrate empathy when bias is suspected. This sometimes causes students to be fearful to report what they believe to be biased-based incidents. Further, during special events, especially LGBTQIA events, those who provide security appear to constituents as uncomfortable. This creates more distance between the community and Public Safety. Several expressed the view that they had no visibility into what if any diversity training officers received. Though they did know about Safe Zone training, they did not know if this training was ever repeated, especially for new hires.
  - b) Random Stops: While not one interviewee believed that Public Safety profiled, some did express concerns about the lack of awareness regarding the anxiety these stops can cause, especially if the individual stopped is African American or Latino. They mentioned that a greater awareness of cultural and historical contexts regarding law enforcement attitudes may help officers negotiate these stops more successfully. In addition, advertising to the community on how, why and even *if* random stops are conducted may help alleviate some of this anxiety.
  - c) Training students, staff and faculty: While Public Safety has held training sessions with different constituents including students; it would be helpful if they could provide more detailed definitions and examples of suspicious behaviors or activities.
  - d) Marketing: Interviewees expressed a desire to become familiar with not only the leadership of Public Safety, but its officers and other staff members as well. Students would like to know about the additional services they provide, and what other services are available aside from strict law enforcement. This sentiment especially applies to students who live off campus. According to one interviewee, students still see Public Safety as “cops” who are there to “bust them, not help them”. Another interviewee mentioned that they would like to know more about who Public Safety is and how they, as a community member, can help Public Safety.
6. Program Review Committee Recommendations: Based on the interviews and self-study, the following is recommended:

- a) Develop a comprehensive and repeatable diversity training plan for existing as well as new Public Safety Officers in collaboration with Diversity and Community Engagement and Multicultural Affairs. Training should be conducted on a regular basis and training activities communicated as appropriate.
- b) Identify training that can be given to the Pacific campus community on recognizing suspicious activities and behaviors.
- c) Develop a plan to market Public Safety services, especially to students

### **Standard 8: Institutional and External Resources**

1. Reviewed by: Steve Whyte, University Events Manager - Development
2. Process of Review: Interviews with a wide range of people from Students, Women's Center, Channel 10, Police Department, Fire Department
3. Consistency with CAS Standards: Very consistent with the mission statement as provided in the self-assessment review.
4. Comments on Recommendations from the Self-Study: The Department of Public Safety has ranked themselves as "Well Met" on their self-study. From all indications, the outside view is that they have exceeded level 3 and at least fall in the Fully Met range of 4.
5. Additional Comments and Affirmations: The Department of Public Safety has all the qualities of being very transparent, willing to listen, proactive in their approach to safety for the University Students, Faculty and Staff as well as the residents in the surrounding community. They receive high marks from the Fire Department and the Police Department for their willingness to work with outside agencies. As a personal note, working with DPS on special events on campus is very satisfying. Whether it is a minor / small event to the highest level of VIP Protectee Security, they are always part of the team coming up with solutions to keep up on the offense. They seek my advice and comments as much as I solicit theirs
6. Program Review Committee Recommendations: None.

### **Standard 9: Financial Resources**

1. Reviewed by: Ken Mullen, Associate Vice President/ Controller - Business & Finance
2. Process of Review: Read self-study and interviewed:  
Mike Belcher, Director of Public Safety  
Wayne German, Lieutenant

Blake Crary, Office Manager

3. Consistency with CAS Standards: DPS is consistent with CAS standard 9 in that they are adequately supported and are efficient and effective in using resources and are properly administering these resources.
4. Comments on Recommendations from the Self-Study: No recommendations.
5. Additional Comments and Affirmations: Director Belcher runs an effective and efficient operation which uses resources wisely. His office manager, Blake Crary, is very conscientious in his work in following the University's financial policies and is a regular attendee of monthly Business Manager's meeting run by the Controller.
6. Program Review Committee Recommendations: There are a number of recommendations throughout this report that will require additional funding which are not repeated in this section. A good financial practice that should be employed is to properly resource new positions with adequate equipment and facilities as they are approved. It becomes difficult, as with deferred maintenance on a building, to back-fill an accumulation of underfunded needs. This can gradually diminish resources for all officers and slowly impact safety throughout campus. A review should be done to determine to what degree, if any, this has occurred in DPS. Also, there should be a review of significant budgetary costs that may be increasing faster than operating budgets overall. The most significant example of this currently is fuel for vehicles.

## Standard 10: Technology

1. Reviewed by: Faye Snowden, Director for Communication Infrastructure - Office of Information Technology.
2. Process of Review: The process of review began with a review of Public Safety's self-study report from November 2012 and a review of the CAS standard. A developed list of questions based on the self-study and CAS standards was sent to each interview candidate before an in-person interview took place (see attached). The following individuals were interviewed:
  - Ben Buecher for his role as Technical Support Provider for Public Safety. He was interviewed with Blake Crary (Public Safety Officer) and Wayne Germann (Public Safety Officer with special duties to oversee the integration of technology into the department).
  - Roderick Cook for his role as Security Officer with Pacific
  - Steve Jacobson for his role with the Pacific Alert Team
  - Robert Henderson for his role with the Safety and Security Committee

- Lt. Zackary from the Stockton Police Department (interviewed by committee)
3. Consistency with CAS Standards: The self-study appears to be consistent with the information contained in the CAS standards. The report emphasizes the work Public Safety has done upgrading their record management system, and the collaboration efforts with Housing and Greek Life and the Stockton Police for access to their reports. The self-study describes the acquisition of used laptops for police cars from the Stockton Police which allows Public Safety Officers to submit reports from the field, and discusses the hiring of a part-time lieutenant whose duties include exploring the use of new technology and developing standards for departments' acquisition of lights, cameras and alarms. It would be advantageous if the self-study contained more information on how Public Safety plans for technology refreshes and upgrades as well as procedures for data integrity, security and backup.
  4. Comments on Recommendations from the Self-Study: The self-study did not appear to contain recommendations for technology aside from the continued investment in security cameras and proactive monitoring of those cameras.
  5. Additional Comments and Affirmations: Based on the interviews and the self-study report, it is clear that Public Safety has made significant progress in the use and integration of technology into the program. Aside from the upgrades to the record management system, the acquisition of cameras, additional lighting and the patrol cars laptops from Stockton Police, the department has investment and operating responsibilities in the university-wide emergency notification system. Public Safety understands the importance of how technology can improve and enhance operations as evidenced by its investment in a dedicated person—even it is part-time—to explore the use of technologies related to public safety for the University. Gains from having this individual on-board include a focus on the implementations of new systems and upgrades to existing systems. This position also explores new technology including feature upgrades to emergency phones and mobile applications for University shuttles. While the interviewees commended Public Safety for both its effective use of technology as well as the strides made over the years, they did have concerns regarding the department's continued success in the use of technology:
    - a) Funding: This was a reoccurring theme among the interviewees. One-time funding tends to be the method for obtaining new technology, leaving no funds for technology upgrades and refreshes. In addition, as funding is obtained for new staffing, funding for the associated required technology is not provided.
    - b) Technology in patrol cars: The lack of proper funding is especially evidenced in the state of the laptops in patrol cars. While it was beneficial for Public Safety to obtain the laptops from the Stockton Police at the time, this acquisition occurred quite some time ago, with one interviewee maintaining that the laptops are almost ten years old. The

- laptops were described as slow, unprotected (i.e. not locked down with proper passwords, etc.), and antiquated. In addition, the physical mounts of the laptops are cumbersome and not optimal for officers who spend an inordinate amount of time in their cars.
- c) Technology and physical space: Some of the issues may not be with technology itself, but how the space is designed in use with that technology. For example, dispatch space as well as staffing may be inadequate to answer the phones *and* monitor cameras. Also, Public Safety must have the proper power, space and lighting for new technology. Plans are underway to remodel dispatch in the summer.
  - d) Cameras: Continued investment in the placement and monitoring of cameras must continue. Note that Public Safety will hire a staff member to proactively monitor cameras during peak hours. It was also requested that Public Safety participate more fully in the strategic design in the placement of cameras.
  - e) Technological Collaboration: This was an interesting metric in that those most closely associated with Public Safety believed that collaboration with other I.T. departments, especially OIT and OIT Security, met requirements. However, while OIT was complimentary on the work Public Safety was doing in the area of technology especially in officers' ability to access systems remotely; they maintained that both departments could benefit from tighter collaboration especially in the areas of security. For example, OIT Security suggests that the scope of the Safety and Security Committee may need to expand to include technological security in the use of encryption, backups and data security on laptops as it relates to personally identifiable data. Concerns were expressed over Public Safety's use of the unsecure remote desktop protocol to access systems remotely. Further, it is unclear as to whether Public Safety adheres to University policy and recommendations when it comes to technological security.

While Public Safety has increased its collaboration with Stockton Police, more opportunities exist with Public Safety's dispatch Automated Record Management System (ARMS) working with Stockton Police's dispatch system. Those interviewed on the Stockton campus are well aware of the limitations with ARMS and mentioned that they are investigating alternatives.

- f) Training: Provide more training for Public Safety staff on the use of technology, especially the emergency notification system. Include in this training documentation and pre-canned alert notifications based on different scenarios.
- g) Part-Time Technology Position: It was suggested that this position be made full time.

Along with the reoccurring themes, interviewees made suggestions for specific technology including call recording software, recording software and cameras in patrol

cars, upgrades/changes to the ARMS system, etc. In addition, the Stockton Police specifically recommended that Public Safety consider replacing the current ARMS system with Tiburon, the system currently used by Stockton Police. This will allow Public Safety more access to information regarding calls to Stockton Police, and will tighten the collaboration between Stockton Police and Public Safety. Public Safety should also consider obtaining the California Law Enforcement Telecom System (CLETS) to query license plates and outstanding warrant databases. Currently, they must call Stockton Police for this information which can cause delays. It may be beneficial for the Stockton Police to have access to PacificConnect so they can alert the Pacific community during crisis situations.

6. Program Review Committee Recommendations: Based on the above, the following is recommended:
  - a) Develop an ongoing funding strategy for refreshes and upgrades based on an overarching technology strategy for Public Safety. The overarching technology strategy should include an inventory of computer systems and processes in use by Public Safety as well as technology needed for physical campus security. The development of the strategy should include an understanding of technology currently in use and requirements for upgrades. This will allow Public Safety to organize its approach to technology acquisitions and better justify funding instead of replacing technologies reactively.
  - b) Develop ongoing funding based on the above strategy.
  - c) Include technology funding with all new positions.
  - d) Notwithstanding the development of an overarching strategy, immediately replace laptops in the patrol cars and reconfigure the dashboard configuration for optimal use.
  - e) Provide a training plan for Public Safety staff.
  - f) Improve collaboration with OIT and OIT Security.

## **Standard 11: Facilities and Equipment**

1. Reviewed by: Ash Chaudhry, Senior Risk Management Specialist - Risk Management and Daniel Hammer, Undergraduate Student - Business Administration
2. Process of Review:
  - Daniel & Ash reviewed the assessment document
  - Daniel & Ash interviewed a Pacific Public Safety Officer, Chan Saechao
  - Daniel & Ash interviewed a SPD Officer (group format)
  - Ash interviewed a second Public Safety Officer, Wayne Germann
  - Reviewed a document titled “National Summit on Campus Public Safety, Strategies for Colleges and Universities in a Homeland Security Environment”, web link:

<http://www.cops.usdoj.gov/Publications/NationalSummitonCampusPublicSafety.pdf>

3. Consistency with CAS Standards: The information contained in the self-study appears to be consistent with the CAS standard.
4. Comments on Recommendations from the Self-Study: Our recommendations support self-study recommendations. There are additional recommendations that were not in self-study.
5. Additional Comments and Affirmations:
  - a) Need for active shooter equipment such as Riot shield, body armor, ballistic helmets/leg & arm protection, should be reviewed.
  - b) Training hours in use of this equipment should be mandatory for at least a small team of men/women in case there is a delay in response from Stockton P.D.
  - c) Police vehicles and equipment should be maintained regularly. Such item should take priority over expenditures like the T3's (3 wheeled police scooter) or other non-essential purchases.
  - d) Front entry glass door should be considered for replacement by safer door, perhaps one requires unlocking by the front desk/dispatchers. A small camera could be installed so they could see who they are letting in.
6. Program Review Committee Recommendations:
  - a) Recommending that dispatch computer systems be upgraded to Tiburon, to be compatible with SPD.
  - b) Recommending that license of software (CLETS) is acquired. This will allow Pacific Police to run Wants and Warrants as well as vehicle license plates and driver's license numbers without using SPD's systems. This will allow university police to have information faster and operate more efficiently on their own.
  - c) Recommending that the request for additional area (3<sup>rd</sup> floor) by Public Safety be approved. It will improve dispatching office, CPSP operations, equipment storage and provide separate bathrooms for men and women.
  - d) Recommending replacing triple beam scale with a new digital scale as funds become available.

## **Standard 12: Assessment and Evaluation**

1. Reviewed by: Alan Ray, Assistant Professor - Communication Department

2. **Process of Review:** Interviewed Stockton police and fire officers to ascertain DPS level of assessment strategies. Interviewed current DPS officers to seek their understanding of the assessment and evaluation. Interviewed former and current STRIPE student officers to gain perception of STRIPE program assessment.
3. **Consistency with CAS Standards:** The information contained in the self-study is consistent with the CAS Standards.
4. **Comments on Recommendations from the Self-Study:** This section does not provide a specific set of recommendations. However, the goals and missions of assessment and evaluation are clearly stated within the report. And, the DPS has an excellent structure in place for measuring and assessing efficiency and effectiveness.
5. **Additional Comments and Affirmations:** The Department of Public Safety assesses its achievement of mission and goals in a clearly defined set of guidelines. The DPS support of other Student Life programs is perhaps the best evidence of the unit's cohesiveness with regard to accomplishing unit objectives.
6. **Program Review Committee Recommendations:** The Program Review Committee recommends keeping the current process of assessing and evaluating its policies, personnel, equipment, crime patterns, and student support and educational programs. The DPS does an exemplary job of measuring its effectiveness in service to the University

# Measures and Ratings:

## Scale Used for Ratings:

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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## Standard 1: Mission

Criterion Measures	Rating
1.1 The mission of the Campus Police and Security Program (CPSP) is to provide a safe and orderly campus by enforcing the law, enforcing institutional and community standards, and fostering students' learning and development through safety education	
1.2 The CPSP	
1.2.1 develops, disseminates, and implements its mission	4
1.2.2 regularly reviews its mission	3
1.3 The CPSP mission statement	
1.3.1 is consistent with that of the institution	3
1.3.2 is consistent with professional standards	4
1.3.3 is appropriate for student populations and community settings	3
1.3.4 references learning and development	4
1.4 The CPSP develops goals that address the institution's need to maintain a safe and orderly campus, seeking to	
1.4.1 communicate and enforce applicable laws and ordinances	3
1.4.2 collaborate with appropriate institutional agencies and programs to develop, disseminate, interpret, and enforce campus policies and procedures	4
1.4.3 protect rights of students, employees, pre-college program participants, and campus visitors	4
1.4.4 respond to student behavioral problems and violations of the law fairly and consistently	4
1.4.5 facilitate and encourage respect for the law, campus safety, and institutional governance	4
1.4.6 initiate and encourage educational activities that serve to reduce violations of the law and campus regulations	4

## Standard 2: Program

Criterion Measures	Rating
2.1 The Campus Police and Security Program (CPSP) promotes student learning and development outcomes that	

2.1.1	are purposeful	3.5
2.1.2	contribute to students' realization of their potential	4
2.1.3	prepare students for satisfying and productive lives	4
2.2	The CPSP collaborates with colleagues and departments across the institution to promote student learning, development, persistence, and success	4
2.3	The CPSP	
2.3.1	assesses relevant and desirable student learning and development	4
2.3.2	provides evidence of impact on outcomes	3
2.3.3	articulates contributions to or support of student learning and development in the domains not specifically assessed	3.5
2.3.4	articulates contributions to or support of student persistence and success	3
2.3.5	uses evidence gathered through assessment to create strategies for improvement	4
2.4	The CPSP is	
2.4.1	intentionally designed	4
2.4.2	guided by theories and knowledge of learning and development	4
2.4.3	integrated into the life of the institution	4
2.4.4	reflective of developmental and demographic profiles of the student population	4
2.4.5	responsive to needs of individuals, populations with distinct needs, and relevant constituencies	4
2.4.6	delivered using multiple formats, strategies, and contexts	4
2.5	When distance education is provided, the CPSP assists learners in achieving their education goals by providing access to	
2.5.1	information about programs and services	4
2.5.2	staff members who can address questions and concerns	4
2.5.3	counseling, advising, or other forms of assistance	4
2.6	The CPSP	
2.6.1	establishes authority and policies within the context of the mission and purpose	4
2.6.2	develops and disseminates to all members of the campus community a written statement describing the authority, philosophy, jurisdiction, and procedures of the CPSP	3.5
2.7	If the institution maintains and operates the CPSP as a separate internal agency, the institution	
2.7.1	clearly identifies the authority of this agency	4
2.7.2	determines levels of authority within the agency	4
2.7.3	determines whether the agency will include sworn police officers, non-sworn security personnel, or a combination	4
2.8	If the institution contracts with an external non-police agency, the institution	
2.8.1	clearly identifies the authority, responsibility, and limits of the agency	3.5
2.8.2	makes authority, responsibility, and limits information available to employees, students, and visitors	3.5
2.8.3	identifies the institutional employee to whom the agency and its personnel report	4

2.8.4	informs local law enforcement agencies of the authority, responsibility, and limits of any contracted agency and its personnel	4
2.9	If the institution contracts with a local law enforcement agency to provide police and security services on campus, the institution	
2.9.1	clearly identifies any additional or extraordinary responsibilities of agency personnel	5
2.9.2	provides training to these personnel regarding their responsibility to enforce institutional policy	4
2.9.3	identifies an institutional employee to whom the agency and its personnel report while working on behalf of the institution	5

### Standard 3: Organization and Leadership

Criterion Measures		Rating
3.1	The Campus Police and Security Program (CPSP) has	
3.1.1	clearly stated goals	5
3.1.2	current and accessible policies and procedures	3
3.1.3	written performance expectations for employees	3
3.1.4	functional work flow graphics or organizational charts demonstrating clear channels of authority	3
3.2	In providing strategic planning, CPSP leaders	
3.2.1	articulate a vision and mission that drive short- and long-term planning	4
3.2.2	set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes	4
3.2.3	facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans	4
3.2.4	promote environments that provide meaningful opportunities for student learning, development, and engagement	5
3.2.5	develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities	4
3.2.6	intentionally include diverse perspectives to inform decision making	4
3.3	In providing supervision, CPSP leaders	
3.3.1	manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward	4
3.3.2	influence others to contribute to the effectiveness and success of the unit	5
3.3.3	empower professional, support, and student staff to accept leadership opportunities	5
3.3.4	offer appropriate feedback to colleagues and students on skills needed to become more effective leaders	3
3.3.5	encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession	3

3.4	In providing management, CPSP leaders	
3.4.1	identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement	4
3.4.2	plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources	3
3.4.3	use current and valid evidence to inform decisions	4
3.4.4	incorporate sustainability practices in the management and design of programs, services, and facilities	5
3.4.5	understand appropriate technologies and integrate them into programs and services	5
3.4.6	are knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training	5
3.4.7	assess potential risks and take action to mitigate them	5
3.5	In advancing the organization, CPSP leaders	
3.5.1	communicate effectively in writing, speaking, and electronic venues	4
3.5.2	advocate for programs and services	4
3.5.3	advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels	4
3.5.4	initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area	4
3.5.5	facilitate processes to reach consensus where wide support is needed	4
3.5.6	inform other areas within the institution about issues affecting practice	3
3.6	In maintaining integrity, CPSP leaders	
3.6.1	model ethical behavior and institutional citizenship	5
3.6.2	share data used to inform key decisions in transparent and accessible ways	4
3.6.3	monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible	4
3.7	The institution designates a member of the campus community who possesses appropriate training and experience as the person to whom the CPSP reports	3

## Standard 4: Human Resources

Criterion Measures	Rating
4.1 The Campus Police and Security Program (CPSP) is staffed adequately to accomplish mission and goals	3
4.2 Within institutional guidelines, the CPSP	
4.2.1 establishes procedures for staff recruitment and selection, training, performance planning, and evaluation	3
4.2.2 sets expectations for supervision and performance	3
4.2.3 assesses the performance of employees individually and as a team	4

4.2.4	provides access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees	3
4.3	The CPSP	
4.3.1	maintains position descriptions for all staff members	4
4.3.2	institutes recruitment and hiring strategies that encourage applications from under-represented populations	4
4.3.3	develops promotion practices that are fair, inclusive, proactive, and non-discriminatory	4
4.3.4	considers work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework	4
4.3.5	has technical and support staff members adequate to accomplish the mission	3
4.4	CPSP professional staff members	
4.4.1	hold earned graduate or professional degrees in fields relevant to the position or possess an appropriate combination of educational credentials and related work experience	3
4.4.2	engage in continuing professional development activities	3
4.5	Degree- or credential-seeking interns or graduate assistants in the CPSP	
4.5.1	are qualified by enrollment in an appropriate field of study and by relevant experience	ND
4.5.2	are trained and supervised adequately by professional staff members	ND
4.6	Supervisors of CPSP interns or graduate students adhere to all parameters of job descriptions, work hours, and schedules	ND
4.7	Student employees and volunteers	
4.7.1	are carefully selected, trained, supervised, and evaluated	3
4.7.2	are educated on how and when to refer those in need of additional assistance to qualified staff members and have access to a supervisor for assistance in making these judgments	3
4.7.3	are provided clear job descriptions, pre-service training based on assessed needs, and continuing development	3
4.8	All CPSP staff members, including student employees and volunteers,	
4.8.1	receive specific training on institutional policies pertaining to functions or activities they support	3
4.8.2	receive specific training on privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information	3
4.8.3	receive training on policies and procedures related to the use of technology to store or access student records and institutional data	3
4.8.4	are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts and in safety and emergency procedures for securing and vacating facilities	3
4.8.5	are provided initial and in-service training	3
4.9	Initial training for CPSP includes	

4.9.1	police-related training identical or equal to training provided to personnel of other police agencies	3
4.9.2	review of constitutional and other relevant individual and institutional legal rights and responsibilities	3
4.9.3	description of the organization of the CPSP	3
4.9.4	information regarding the authority of the CPSP	3
4.9.5	policies regarding the use and carry of weapons	3
4.9.6	offensive and defensive weapons training if weapons are authorized to be carried	3
4.9.7	information regarding informal and formal agreements with local, off-campus law enforcement agencies	3
4.9.8	records documenting that the needs of the agency are addressed and that there is accountability for all training provided	3
4.10	Training for CPSP agencies that provide security services and for CPSP personnel who do not provide policing duties is appropriate to their responsibilities.	3
4.11	CPSP personnel involved in the student conduct process are provided with	
4.11.1	an overview of all student conduct policies and procedures of the institution	3
4.11.2	an explanation of the operation of the student conduct process at all levels	3
4.11.3	an overview of the institution's philosophy on student conduct and the role of CPSP	3
4.11.4	roles and functions of all student conduct bodies and their members	3
4.11.5	an explanation of sanctions	3
4.11.6	An explanation of institutional policies and privacy laws regarding access to student records and other sensitive institutional information and the difference between "educational records" and "law enforcement records"	3
4.11.7	an explanation of pertinent ethics, particularly privacy of disciplinary records, bias, and conflict of interest in the student conduct process	3
4.11.8	a description of available personal counseling programs and referral resources	3
4.11.9	an outline of conditions and interactions that may involve external enforcement officials, attorneys, witnesses, parents of accused students, and the media	4
4.11.10	training in the developmental and interpersonal issues likely to arise among college students	3

## Standard 5: Ethics

Criterion Measures		Rating
5.1	The Campus Police and Security Program (CPSP) reviews relevant professional ethical standards and implements appropriate statements of ethical practice	4
5.2	The CPSP publishes and adheres to statements of ethical practice and ensures periodic review by relevant constituents	4

5.3	The CPSP orients new staff members to relevant statements of ethical practice and related institutional policies	3
5.4	The CPSP's statement of ethical standards	
5.4.1	specifies that staff members respect privacy and maintain confidentiality as appropriate	3
5.4.2	specifies limits on disclosure of student records as well as requirements to disclose to appropriate authorities	3
5.4.3	addresses personal and economic conflicts, or appearance thereof, by staff members in the performance of their work	3
5.4.4	reflects the responsibility of staff members to be fair, objective, and impartial in their interactions with others	4
5.4.5	references management of institutional funds	3
5.4.6	references appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities	ND
5.4.7	includes the expectation that CPSP staff members confront and hold accountable other staff members who exhibit unethical behavior	4
5.4.8	addresses issues surrounding scholarly integrity	ND
5.5	CPSP staff members	
5.5.1	inform users of programs of ethical obligations and limitations emanating from codes and laws or from licensure requirements	3
5.5.2	recognize and avoid conflicts of interest that could influence their judgment and objectivity	3
5.5.3	perform duties within the limits of the position, training, expertise, and competence, and when limits are exceeded make referrals to persons possessing appropriate qualifications	3
5.6	Promotional and descriptive information are accurate and free of deception	4
5.7	The CPSP adheres to institutional policies regarding ethical and legal use of software and technology	4

## Standard 6: Law, Policy, and Governance

Criterion Measures	Rating
6.1 The Campus Policy and Security Program (CPSP)	

6.1.1	is in compliance with laws, regulations, and policies that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole	3
6.1.2	informs staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations	4
6.1.3	has written policies on all relevant operations, transactions, or tasks that have legal implications	3
6.1.4	regularly reviews policies to ensure that they reflect best practices, available evidence, and policy issues in higher education	3
6.1.5	has procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations	3
6.1.6	has systems and procedures to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations	4
6.1.7	obtains permission to use copyrighted materials and instruments	0
6.1.8	purchases the materials and instruments from legally compliant sources or seeks permission from the publisher or owner	0
6.1.9	references copyrighted materials and instruments with appropriate citations	0
6.2	CPSP staff members	
6.2.1	use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents	3
6.2.2	are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if the institution does not provide coverage	3
6.2.3	neither participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive environment	4
6.2.4	are knowledgeable about internal and external governance systems that affect programs	3
6.3	The institution provides access to legal advice for CPSP staff members as needed to carry out assigned responsibilities	3
6.4	The institution has a written policy regarding administration of applicable laws that addresses	
6.4.1	arrest authority of CPSP personnel	3
6.4.2	circumstances under which, and by whom, weapons will be carried by CPSP personnel	3
6.4.3	the roles of various personnel within the CPSP	3
6.4.4	a formal or informal agreement with local law enforcement personnel regarding jurisdiction	3
6.4.5	policies regarding campus crime reports, crime logs, and other required documentation	3
6.4.6	threat assessment procedures	3
6.5	The CPSP designs procedures and processes to ensure that all relevant legal requirements are met and, if within a private institution, to describe how private status impacts the institution with regard to law enforcement	3
6.6	The institution clearly defines the jurisdiction of the CPSP to include	
6.6.1	whether officers have authority beyond the borders of the campus	3
6.6.2	policy addressing the pursuit of suspects who leave the campus	3
6.6.3	the areas of patrol for CPSP personnel	3

6.6.4	the relationship of the CPSP with local law enforcement agencies beyond the surrounding community	3
6.7	The CPSP maintains records of	
6.7.1	patrol activities	4
6.7.2	actions taken by CPSP personnel	3
6.7.3	information for a campus crime log	4
6.7.4	evidence to be used by CPSP in law enforcement activities	3
6.7.5	student conduct proceedings	3
6.8	The institution clearly states	
6.8.1	the legal issues and conduct regulations that apply to student organizations	3
6.8.2	the procedures that will be followed in the enforcement of cases related to student organizations	3
6.8.3	the guidelines used to determine if actions of individual members or small groups within an organization constitute action by the organization	3
6.9	The institution clearly states the legal issues and conduct regulations that apply off campus and which are, as a result, the responsibility of CPSP personnel	3
6.10	The CPSP works with the institution to develop clear policy about video surveillance protocols	3

## Standard 7: Diversity, Equity, and Access

Criterion Measures		Rating
7.1	The Campus Police and Security Program (CPSP) creates and maintains educational work environments that are	
7.1.1	welcoming, accessible, and inclusive to persons of diverse backgrounds	3
7.1.2	equitable and non-discriminatory	3
7.1.3	free from harassment	3
7.2	The CPSP does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws	3
7.3	The CPSP	
7.3.1	advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel	4
7.3.2	modifies or removes policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities	4
7.3.3	includes diversity, equity, and access initiatives within its strategic plan	3
7.3.4	fosters communication that deepens understanding of identity, culture, self-expression, and heritage	3
7.3.5	promotes respect about commonalities and differences among people within their historical and cultural contexts	3
7.3.6	addresses the characteristics and needs of a diverse population when establishing and implementing	4

	culturally relevant and inclusive programs, services, policies, procedures, and practices	
7.3.7	provides staff members with access to multicultural training and holds staff members accountable for integrating the training into their work	2
7.3.8	responds to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources	3
7.3.9	ensures physical, program, and resource access for persons with disabilities	3
7.3.10	recognizes the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region	3
7.3.11	is sensitive to the communities that it serves and prohibits profiling	4

## Standard 8: Institutional and External Resources

Criterion Measures		Rating
8.1	The Campus Police and Security Program (CPSP) reaches out to internal and external populations to	
8.1.1	establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services	4
8.1.2	garner support and resources for programs and services as defined by the mission statement	4
8.1.3	disseminate information about the programs and services	3.5
8.1.4	collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes	3.5
8.1.5	engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents	3
8.2	The CPSP has procedures and guidelines consistent with institutional policy to	
8.2.1	communicate with the media	5
8.2.2	contract with external organizations for delivery of programs and services	5
8.2.3	cultivate, solicit, and manage gifts	ND
8.2.4	apply to and manage funds from grants	ND
8.3	The CPSP publishes information about its specific programs for the campus community	4
8.4	CPSP publications contain	
8.4.1	the Clery Act campus crime statistics report (if institution is in the U.S.)	5
8.4.2	institutional policies, such as those concerning representation by campus legal services, if available, the maintenance of law enforcement records, and the destruction of records	5
8.4.3	institutional procedures, such as filing a crime report or request for disciplinary action, gathering information, and conducting an investigation	5
8.4.4	a general explanation of how and when non-campus law enforcement officials are engaged	4
8.5	CSPPS publications are distributed to all members of the campus community	4

## Standard 9: Financial Resources

Criterion Measures		Rating
9.1	The Campus Police and Security Program (CPSP) has adequate funding to accomplish its mission and goals	3
9.2	The CPSP demonstrates fiscal responsibility, responsible stewardship, and cost-effectiveness consistent with institutional protocols	5
9.3	An analysis of expenditures, external and internal resources, and impact on the campus community is completed before	
9.3.1	establishing funding priorities	5
9.3.2	making significant changes	5

## Standard 10: Technology

Criterion Measures		Rating
10.1	The Campus Police and Security Program (CPSP) has adequate technology to support its mission and goals	2
10.2	Use of technology in the CPSP complies with institutional policies and procedures and legal requirements	3
10.3	The CPSP uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients	3
10.4	The CPSP explores use of technology to enhance delivery of programs and services, especially for students at a distance and external constituencies	4
10.5	The CPSP uses technology that facilitates learning and development and reflects intended outcomes	n/a
10.6	The CPSP	
10.6.1	maintains policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws	3
10.6.2	has plans in place for protecting confidentiality and security of information when using Internet-based technologies	3
10.6.3	develops plans for replacing and updating existing hardware and software as well as for integrating new technically-based or -supported programs	2
10.7	Workstations and computer labs maintained by the CPSP for student use are accessible to all designated clients and meet standards for delivery to persons with disabilities	3
10.8	The CPSP provides	
10.8.1	access to policies on technology use that are clear, easy to understand, and available to all students	3
10.8.2	assistance, information, or referral to appropriate support services to those needing help accessing or using technology	n/a
10.8.3	instruction or training on how to use technology	3

10.8.4	information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks	3
10.9	Student violations of technology are addressed in student disciplinary procedures	3
10.10	A referral support system is available for students who experience negative emotional or psychological consequences from the use of technology	3

## Standard 11: Facilities and Equipment

Criterion Measures		Rating
11.1	The Campus Police and Security Program (CPSP)	
11.1.1	has adequate, accessible, and suitably located facilities and equipment to support its mission and goals	3
11.1.2	takes into account expenses related to regular maintenance and life-cycle costs when purchasing capital equipment	3
11.2	CPSP facilities and equipment	
11.2.1	are evaluated regularly	3
11.2.2	are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users	3
11.3	CPSP staff members have	
11.3.1	workspace that is well equipped, adequate in size, and designed to support their work	3
11.3.2	access to appropriate space for private conversations	3
11.3.3	the ability to adequately secure their work	3
11.4	The facilities guarantee security and privacy of records and ensure confidentiality of sensitive information	3
11.5	The location and layout of the facilities are sensitive to the needs of persons with disabilities as well as with the needs of other constituencies	3

## Standard 12: Assessment and Evaluation

Criterion Measures		Rating
12.1	The Campus Police and Security Program (CPSP) has a clearly-articulated assessment plan to	
12.1.1	document achievement of stated goals and learning outcomes	5
12.1.2	demonstrate accountability	4
12.1.3	provide evidence of improvement	4
12.1.4	describe resulting changes	5
12.2	The CPSP has adequate resources in the following dimensions to develop and implement assessment plans:	

12.2.1	fiscal	3
12.2.2	human	4
12.2.3	professional development	4
12.2.4	technology	3
12.3	The CPSP employs direct and indirect evaluation and qualitative and quantitative methodologies to	
12.3.1	determine achievement of mission and goals	5
12.3.2	determine achievement of learning and development outcomes and whether they are met effectively and efficiently	5
12.3.3	ensure comprehensiveness	4
12.4	Data are collected from students and other constituencies	4
12.5	Assessments are shared appropriately with multiple constituencies	4
12.6	Assessment and evaluation results are used to	
12.6.1	identify needs and interests in revising and improving programs and services	4
12.6.2	recognize staff performance	4
12.6.3	maximize resource efficiency and effectiveness	5
12.6.4	improve student learning and development outcomes	5
12.6.5	improve student persistence and success	5
12.7	Changes resulting from assessment and evaluation are shared with stakeholders	