Schools and Divisions Program Review 2018/19 (Comprehensive)

Vice President of Student Services Office

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General Information (Schools and Divisions Program Review 2018/19 (Comprehensive))

2018/19 Schools and Divisions Program Review

Program Review Data and Resources

Submission Information (REQUIRED)

Lead Writer: Ashanti Hands, Vice President Student Services

Liaison: Charlie Zappia, Dean, Social/Behavioral Sciences and Multicultural Studies

Name of Manager: Pamela Luster, President

Faculty/staff (REQUIRED)

Student Services Area:

- Number of Full-Time Classified Professionals – 2
- Number of Part-Time Classified Professionals - 0
- Number of NANCE – 0
- Number of Students - 0

Student Services Division:
(Detailed School/Division numbers are provided in individual reviews.)

- Number of Managers 5
- Number of Supervisors 10
- Number of FT Faculty 35
- Number of Classified 68
- Number of Pro Rata 2
- Number of Adjunct Faculty 33

School or Division Overview (REQUIRED)

Form: 2018/19 Comprehensive Program Review Schools and Divisions Overview Section (See appendix)

Outcomes and Assessment (REQUIRED)

Form: 2018/19 Comprehensive Program Review Schools and Divisions Outcomes and Assessment Section (See appendix)

Analysis (REQUIRED)

Form: 2018/19 Comprehensive Program Review Schools and Divisions Analysis Section (See appendix)

School and Division Goals (REQUIRED))

2018-19

Goal

Goal	Mapping
Administrative Leadership Provide administrative leadership for a comprehensive student services division.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 2.2, Strategic Goal 4.1, Strategic Goal 5.2, Strategic Goal 6.2, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior
Institutional Effectiveness Enhance meaningful institutional effectiveness processes including data dissemination in student services	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 4.2, Strategic Goal 6.3, **Institutional Learning Outcomes 2016/17:** Critical Thinking
Equity Improve placement processes to promote student equity and success. Improve integration and assesment of equity initiatives.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.2, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.4, Strategic Goal 5.2, Strategic Goal 6.2, **Institutional Learning Outcomes 2016/17:** Communication, Information Literacy
Technology, Student Success & Equity Collaborate and support student services departments and programs to design, test and implement innovative technologies that promote student success and equity	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.4, Strategic Goal 2.4, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.2, Strategic Goal 6.2, **Institutional Learning Outcomes 2016/17:** Communication, Information Literacy

Safety Complete the Student Services Evacuation Plan	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 6.1, **Institutional Learning Outcomes 2016/17:** Communication

Action Plans (REQUIRED)

Actions

2018-19

Goal

Goal: Administrative Leadership
Provide administrative leadership for a comprehensive student services division.

Action: Satisfaction

Describe the actions needed to achieve this objective:	Update and distribute survey
Who will be responsible for overseeing the completion of this objective:	Ashanti Hands, Vice President for Student Services
Provide a timeline for the actions:	Spring 2019 March 2019 Distribute survey to Mesa Student Services Council May 2018 Review Findings July 2019 Discuss at Mesa Student Services Retreat Implement Changes for Fall 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Discuss findings at Mesa Student Services Retreat Implement Changes for Fall 2019
List resources needed achieve this objective	None

and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Goal: Institutional Effectiveness
Enhance meaningful institutional effectiveness processes including data dissemination in student services

Action: Program Review Data Packets

Describe the actions needed to achieve this objective:	Work with Institutional Effectiveness to determine best way to survey Student Services Team and lead writers for usefulness of Program Review Data Packets.
Who will be responsible for overseeing the completion of this objective:	Ashanti Hands, Vice President for Student Services
Provide a timeline for the actions:	Spring 2019 February/March - Identify tool and process for collecting information April/May - Implement assessment tool June - Discuss Findings in time to plan for next PR Cycle
Describe the assessment plan you will use to know if the objective was achieved and effective:	Review of data
List resources needed	None

achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Goal: Equity
Improve placement processes to promote student equity and success.
Improve integration and assesment of equity initiatives.

▾ **Action:** Placement Assistant

Describe the actions needed to achieve this objective:	Work with Institutional Effectiveness to create a 2 year Placement Assistant Report
Who will be responsible for overseeing the completion of this objective:	Ashanti Hands, Vice President for Student Services in collaboration with the Office of Research and Planning.
Provide a timeline for the actions:	Spring 2019: February 2019 Submit Request March/April - Share with PIE and MSSC
Describe the assessment plan you will use to know if the objective was achieved and effective:	Check findings against college indicators
List resources needed achieve this objective and associated costs	None

(Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Goal: Technology, Student Success & Equity

Collaborate and support student services departments and programs to design, test and implement innovative technologies that promote student success and equity

Action: Technology, Student Success and Equity

Describe the actions needed to achieve this objective:

Perpetual review and analysis of student utilization of student services technologies is necessary to achieve this objective. The data to be analyzed includes website statistics and click behavior, questions logged to FAQ/chat applications, mobile app usage and focus groups and surveys with the students and student services personnel.

We will also meet with student service departments and programs to assess technology needs, system and software upgrades, web site edits and redesign, and telecommunication improvements. In addition, collaborate with committees such as Mesa Student Service Committee and Mesa Information Technology to evaluate the accessibility, reliability, safety, and security of technological systems.

Who will be responsible for overseeing the completion of this objective:	Ashanti Hands, Vice President for Student Services in collaboration with Charlie Lieu, College Technical Analyst, the Office of Communications and Institutional Research
Provide a timeline for the actions:	Up to two times per year.
Describe the assessment plan you will use to know if the objective was achieved and effective:	By analyzing qualitative (focus group and surveys) and quantitative data (click behavior and website statistics), we can determine and prioritize where we should augment our technology infrastructure and practices to best serve the student and matriculation process. We will also track project requests completed by the College Technical Analyst. Through perpetual review, we can determine to what ends previous objectives were achieved or effective.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Informatics technologies that facilitate reporting, data collection, and review of pertinent data are a core component for the success of this goal. Some examples include SiteImprove, the website click analytics software, and Heatmap.me, which visualizes website click data. Accurate and agile informatics are paramount to facilitate school leadership in making smarter, more informed decisions. Collaborate with Mesa College Research department, Mesa College Technology Services Team, and attend student success and technology conferences.

Goal: Safety

Complete the Student Services Evacuation Plan

Action: Complete the Student Services Evacuation Plan

Describe the actions needed to achieve this objective:	The objective has been met. The Student Services' Building Emergency Evacuation Plan has been drafted and was approved by the Mesa Safety Committee on February 15, 2018. The plan is informed by OSHA requirements, campus safety policies/practices, and SS Center needs. It will be updated on an annual basis.
Who will be responsible for overseeing the completion of this objective:	The Student Services administrative unit has formed an ad-hoc workgroup that meets monthly to monitor and assess building safety matters, plan safety exercises, address resource needs, and update the Evacuation Plan. The workgroup includes Student Services managers and evacuation coordinators, evacuation plan floor wardens, the Occupational, Environmental Health & Safety Coordinator, and College Police representatives, as needed.
Provide a timeline for the actions:	The Student Services' Building Emergency Evacuation Plan will be updated annually.
Describe the assessment plan you will use to know if the objective was achieved and effective:	We use the Building Emergency Evacuation Plan (BEEP) Observation Report as our assessment instrument. This instrument is completed by evacuation team members during each event debriefing session. Findings: Student Services conducted two building evacuations that were observed and assessed by College Police, the Occupational, Environmental Health & Safety Coordinator, Student Services Center evacuation

coordinators and floor wardens. Each evacuation was successful (we had orderly and complete building evacuations within 10 minutes); however, through our assessment process we identified gaps in our radio equipment and communications (we were using the incorrect headsets and communication protocols), in some logistics (it was time-consuming to account for people in the evacuation zone), and in the assignment of roles (the Emergency Coordinator needs a communications facilitator by her side). Through the debriefing and assessment processes, we've proposed solutions that we will test during our next drill.

Additionally, the SS Center had two lengthy power outages in 2018 which prompted the evacuation team to question under what circumstances and on whose authority we evacuate the building. Initially, our plan listed power outages as events that require building evacuation; however, given sufficient light and air, building users can usually remain safely in place during power outages. For this reason and in keeping with collegewide protocols, we determined to remain in place unless directed to do otherwise by a manager or their designee.

In all, we are intentional about our evacuation strategies which benefit from continuous monitoring, assessment, and improvement. Our efforts complement those of the college.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment,

• Building Signage as determined by a safety team subgroup and the Occupational, Environmental Health & Safety Coordinator.
o These are in-progress. Expenses are incidental.

Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	• Copies of the plan for all departments and classrooms. o Because the plan has been updated a number of times based on our early drill assessments, printed copies of the plan have only been disseminated to department managers, leads, and supervisors. (Electronic copies have gone to everyone.) We will print once we're not regularly finding tweaks to make.

Supporting Attachments:

SSC Emergency Evacuation Plan PR.pdf (Adobe Acrobat Document) (See appendix)

SSCenter Evacuation Assessment.pdf (Adobe Acrobat Document) (See appendix)

Closing the Loop (REQUIRED)

Form: 2018/19 Comprehensive Program Review Schools and Divisions Closing the Loop (See appendix)

Request Forms

- **BARC & Facilities Requests**
- **Classified Position Request**
- **Faculty Position Request**

Reviewers

Liaison's Review

Form: Schools and Divisions Liaison's Review 2018/19 (Comprehensive)

Manager's Review

Form: Schools and Divisions Manager's Review 2018/19 (Comprehensive)

Appendix

A. **2018/19 Comprehensive Program Review Schools and Divisions Overview Section** (Form)
B. **2018/19 Comprehensive Program Review Schools and Divisions Outcomes and Assessment Section** (Form)
C. **2018/19 Comprehensive Program Review Schools and Divisions Analysis Section** (Form)
D. **Equity Assessment Timeline** (Adobe Acrobat Document)
E. **Mesa Student Services Technology Survey** (Adobe Acrobat Document)
F. **SSC Emergency Evacuation Plan PR.pdf** (Adobe Acrobat Document)
G. **SSC Evacuation Center Assessment** (Adobe Acrobat Document)
H. **SSCenter Evacuation Assessment.pdf** (Adobe Acrobat Document)
I. **Fall 2016 Program Review Survey Results.pdf** (Adobe Acrobat Document)
J. **2018/19 Comprehensive Program Review Schools and Divisions Closing the Loop** (Form)

Form: "2018/19 Comprehensive Program Review Schools and Divisions Overview Section"

Created with : Taskstream
Participating Area: Vice President of Student Services Office

(REQUIRED) School/Division Name

Student Services

(REQUIRED) List the programs, offices and/or departments in your school/division.

Vice President for Student Services
• Center for Urban Education Partnership • Guided Pathways • My Mesa Journey
Student Affairs
• Student Affairs • Associated Students • Financial Aid • Outreach and Community Relations   o Assessment • Student Health Services • Serenity Room
Student Development
• Admissions • Counseling & Orientation • Transfer Career Evaluations • Veterans & Records • Veterans Resource Center
Student Success & Equity

• DSPS
• EOPS
  o CARE
  o Foster Youth
  o AB540/Borderless Scholars
  o Formerly Incarcerated/Re-Start
• AVANZA Engagement Center
  o Peer Navigator
  o CRUISE
• STAR TRIO
• CalWORKs

- The Stand|Farmers Market|Direct Support

(REQUIRED) Discuss the strengths of your school/division.

Vice President for Student Services

2017-18 was an incredible year of transitions, innovations, equity assessment, safety, community, professional learning & contributions, pathways, promises, dreams, journeys and technology for student services. While our office is the culminating point for all Student Services efforts, the points of pride below speak to the exciting work that emerged directly from the Vice President, Student Services Office.

Transitions

This year we thanked Susan Topham for her service to Student Services and wished her well in her new role as Mesa's Dean of Mathematics and Natural Sciences. We also said good-bye to Daniel Stromwall, college technical analyst, as he pursued new interest in the larger community. While we continue to work collaboratively with our Title V program, in Fall 2018, Title V moved to Instructional Services.

In the midst of our good-bye's we were excited to welcome Ailene Crakes, former chair of counseling, as Acting and ultimately new Dean of Student Development. We also welcomed Charlie Lieu, former administrative technician with the Office of Institutional Effectiveness, as our new College Technical Analyst.

We also said good-bye to EOPS Director, Monica Demcho and DSPS Coordinator Steven Salter. Special thanks to Nellie Doherty and Ericka Higginbotham, respectively, for stepping into acting positions in those areas. Overall in 2018-19 Student Services hired or promoted 3 faculty and 17 classified professionals. Effective this year, each new/promoted employee receives a welcome letter from VP Hands along with a copy of the Strengths Quest book.

Innovation

In our effort to transform the lives of our students, each year we transform policies, practices and procedures in ways that allow us to meet students where they are and create conditions that matter for their success. While we touched many programs and services, there are a few worth noting, where the Vice President for Student Services office provided inspiration and/or administrative oversight that transformed the way we work. In June 2017 the Multiple Measures Assessment Program Workgroup, chaired by VP Hands, launched our new placement assistant. The Placement Assistant is an alternative assessment tool that can be used instead of an assessment test. The Assistant takes into account multiple measures, including your high school GPA, highest English and math courses completed, and the major you think you'll declare in college. Upon completion, students are directed on their placement level and/or next steps. Between June 2017 and June 2018 the Placement Assistant placed over 3000 students. This single act has closed equity gaps and increased enrollment in college level math and English. In Spring, Mesa College stopped using

Accuplacer and altered the tool to include international, continuing education and those who did not graduate from high school.

This year, for the first time ever, Student Services partnered Associate Dean of Research, Bridget Herrin, to create Data Packets allowing student services programs to have program specific data for Program Review. VP Hands, partnered with the LOFT to lay the foundation for The Managers and Supervisors Professional Learning Series and we partnered with President Luster and Committee for Diversity, Access, Inclusion and Equity (CDAIE) to place the Serenity Room under Student Affairs and locate it in the Student Services Center. The Serenity room will open in November 2018. Finally, VP Hands finalized a Memorandum of Understanding with Feeding San Diego in support of monthly Farmers Markets where FREE fresh produce is made available to the entire Mesa College Community. The initiative is part of Mesa College's effort on 'Taking a Stand Against Hunger.' This effort is housed under Student Success & Equity and is in partnership with the Stand. We launched our first Farmers Market in April 2018. In Spring 2018 we delivered 18,377 pounds of Fresh produce to 1, 409 households. I would like to thank Dean Larry Maxey, Johanna Aleman and Claudia Estrada-Howell for carrying this equity vision and effort forward.

Equity Efforts Assessment

Mesa College is in the 2nd year of a 3 year Equity Efforts Assessment partnership with the Center for Urban Education (CUE). Our partnership was designed to provide an expansive assessment of 6 of our equity efforts, including mapping each initiative, identifying areas of intersection, evaluating allocation of resources based on goals and assessing the equity focus of each initiative.

2017/18 Assessments included:

- An Analysis of Six Equity Efforts at San Diego Mesa College
- Mapping Assets for Equity: Defining Equity and Planning for Coherence Across Initiatives
- Equity Efforts Assessment Feedback Memo

Through these assessments and feedback memos, CUE researchers constructed preliminary equity assets maps for each initiative, providing critical insights on how practices, policies, structures, programs, and personnel associated with each effort were being leveraged to close racial/ethnic equity gaps in educational outcomes. Initial discoveries include clarity regarding Mesa's commitment to equity and excellence, a range in the degree to which the equity efforts and artifacts are explicit about equity related goals, varied definitions of equity and levels of positive race consciousness and positive cross effort connections. Efforts also resulted in a proposed Mesa College equity definition, a draft of an equity crosswalk and dashboard and identification of challenges and promising practices for moving forward with 2018/19 efforts.

Safety

Five years ago (when we first moved into the Student Services Center, we established a goal to promote a safe learning environment for students and employees. This year, the Safety Plan Resource and ImplemeNtation Group (SPRING), under the leadership of Trina Larson, took valiant steps towards making this goal a reality. This year, SPRING created a Building Emergency Evacuation Plan and hosted mock and full evacuations, followed by debrief sessions and improvements. I would like to extend a special thanks to the SPRING Committee Members for their hard work and evacuating an entire building in 6 minutes.

Community

In an effort to promote community amongst the entire Student Services Team, The Mesa's Motivation and Moral (M&M) Committee, hosted 11 events throughout the year. Each event provided an informal opportunity for Student Services faculty, staff, students and administrators to eat, connect, build community and participate in fun contest. Events included a Summer Picnic, Potluck Carnival, Meet & Greets for new hires, Back to School Brunch, Chili Cook-off and Costume Contest, Lunar New Year Celebration, Pi/Pie Day Event, Dip Party, Summer Vacation Party and my personal favorite a Student Services Ice Cream Special Delivery Truck. Special thanks to our M&M Committee for creating spaces for our team to be motivated and for moral to be boosted.

Dreamers

2017-18 was a challenging year for our DACA, AB 540 students and Dreamers. Our State, District, colleges|CE and departments including EOPS, Financial Aid and Counseling, partnered to support our students during times of uncertainty and need. The Vice Chancellor and Vice Presidents for Student Services collaborated with a myriad of internal and external agencies to support our students. Examples of programs|activities|support include hosting DACA Workshops, DACA Advocacy Week, Travel Ban communiques, Emergency Funds, enactment of Academic Forgiveness policies and access to community resources which provided scholarships for DACA recipients to safely renew their status. Additional information for DACA students can be found here.

Professional Learning

The Office of the Vice President for Student Affairs is committed to Professional Learning as both participants and presenters. In 2017/18 VP Hands served as an ACCCA Mentor, a faculty member for NASPA's New VPSA Institute, a presenter at the Community College League of California Conference and was a student, along with Trina Larson, in the Black Minds Matter public course through San Diego State University.

Guided Pathways

2017/18 marked the launch of the state's Guided Pathways Initiative. In Fall 2017, VP Hands and Associate Dean Herrin co-lead campus efforts resulting in workshop attendance, the launch of a Guided Pathways website, hosting of forums, presentations and online feedback opportunities. These efforts led to the submission of Mesa's Self-Assessment. In Spring 2018, the Mesa Pathways Planning Taskforce, under the leadership if VP Hands, was formed. Work resulted in the submission of our Guided Pathways Work Plan. Our work plan prioritized 6 of the 14 elements and received from various campus groups and committees to outline a plan that will guide our work through Spring 2019. Our priorities include Shared Metrics, Inclusive Decision Making, Guided Major and Career Exploration, Improved Basic Skills, Clear Program Requirements and Proactive and Integrated Academic/Student

Support. At the end of the semester, the Mesa Pathways Committee was approved by President's Cabinet. Additional information (i.e. meetings, planning documents, presentations & events, Articles & Resources and Contact info) can be found here.

Mesa Journey

In 2017/18 the Mesa Journeys Workgroup, under the leadership of Leroy Johnson and Charlie Lieu, worked feverishly to collect data and information resulting in the creation of a student online information intake form. This form was piloted in the Summer with CRUISE students and will be rolled out in Fall 2018. In addition to recommendations for program participation, this form will also provide students with access to a calendar of activities happening within those programs. I would like to thank the Mesa Journey Team for their vision for student access and success.

Technology

One of Student Services goals is to collaborate and support student services departments and programs to design, test and implement innovative technologies that promote student success and equity. Under the leadership of Charlie Lieu, Student Services has done just that. Examples of outcomes include the creation of websites, coordination of an 'old technology pick-up', creation of event pages, online surveys, OU feature enhancements, creation of a new online check-in system for the Scholarship Awards Banquet, enhancements to the online check-in system for commencement, updated Ask Mesa platform, new FAQ,'s and online request forms, contracts and interest forms.

San Diego Promise

AB 19, significantly impacted the successful implementation of our SD Promise Program. VC Neault, Associate Dean Carter, VP's of Student Services and campus Promise leads have been working closely to comply with AB 19. In short, the state will provide funding for first time, full time students to have their fee's paid, regardless of need. These funds will cover Year 1 of our SD Promise Completion Program. Year 2 will be funded by our local SD Promise program. The District and colleges have been working to comply with AB 19 while holding on to the core of our commitment to success and completion. Next year, Mesa expects to grow from a Fall 2018 cohort of 200+ students to a Fall 2019 cohort of 700+ students. Special thanks to Genevieve Esguerra, Donnaly Atajar and Miriam Pacheco for leading our campus efforts.

(REQUIRED) Discuss the challenges to your school/division.

Student Services Challenges

- Initiative Fatigue - In recent years, Student Services has been impacted by a myriad of initiatives including Student Equity, SSSP, Integration, Guided Pathways, NextUp (serving Former Foster Youth), CA Promise, Strong Workforce, AB 705, Catalyst (for Dreamers), Hunger Free funds, Vision for Success, and more. While each of these initiatives provide incredible opportunities to serve our students, they come often, with financial restrictions and sometimes a lack of clarity. Keeping up with the new and changing inititiaves makes it hard to establish promising practices and track data and progress in meaningful ways. We welcome the challenge.
- Funding/Sustainability
    - Many of the above initiatives require us to sustain efforts beyond the life of the grant. This is challenging in that many of our expenses have gone to hiring faculty and staff, annual increases are causing us to max out on funding and will eventually fall short of what is needed for annual salary and benefits. It will be difficult to institutionalize scaled efforts as no new GF funds have been identified.
    - Although the Student Centered Funding Formula (SCFF) has been adopted, we still lack direction needed to fully understand the implications and impact on student services programs, specifically Student Equity and Achievement funds.
- Our transition to the new Enterprsise Resource Planning (ERP) system (People Soft, HCM and Campus Solutions) has been a challenge for Student Services. Over the past 4 years, our transition to Campus Solutions has pulled 12 Student Services faculty and staff to the District to serve on a variety of Implmentation Teams. This has caused many of our core departments including Financial Aid, Admissions and Counseling, to be without leadership. Delays in system rollouts have disrupted timelines, schedules and has caused confusion. The HCM and People Soft modules have made it difficult to access budgets and approve time and expenses. We believe that these kinks will be worked out overtime, however, they do have an impact on morale and delivery of services.

(REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

Student Services is impacted by the following external factors:

- Student Equity and Achievement - Over the past few years, this program has shifted from individual reporting for Basic Skills, Student Equity and SSSP, to Intergrated Planning (combining reporting for each group) and now SEA (which combines funding.) The shifts have been frequent and not fully vetted prior to being rolled out. We will continue to take guidance from the State, work with the District and honor our Mesa mission, vision and goals.
- Student Centered Funding Formula - will influence|impact our planning throughout student services.
- California Promise - This States program will have an impact on our local program. Our campus will continue to work with the District to cultivate our programs.
- Implementation of Campus Solutions (CS) - while we are excited about the implementation of CS delays, staff serving on CS Teams, shifting training schedules have influenced/impacted our efforts on campus.
- Guided Pathways will influence how we provide students with a clear set of course taking patterns that promote better enrollment decisions and prepare students for the future and how we integrate support services in ways that make it easier for

students to get the help they need during every step of their community college experience.

(REQUIRED) How does your school/division contribute to the Collegeâ€™s mission?

The link to the College mission is provided in the Directions.

Student Services contributes to the College mission in a variety of ways:

- Student Services programs promote student learning and achievement that leads to degrees and certificates, transfer, workforce training, and lifelong learning, we empower our students to reach their educational goals and shape their future.
- Student Services advances innovative methods of service delivery to students, including the use of technology
- Programs such as Admissions and Outreach have roots in helping perspective students and family members access our campus. Through outreach to our feeder high schools, assistance with application and assessment, Parent Nights in the community, literature, Financial Aid fairs, Jumpstart etc, our efforts demonstrate a commitment to access success and equity.
- Program such as EOPS, DSPS, CalWORKs, STAR TRio, CRUISE and Peer Navigators, The Stand, student engagement, conduct, financial aid, student health, counseling, transfer|career|Evaluation and Veterans & Records, we are able to provide services that ensure student success by connecting them with people, places and resources that support, care and challenge them on their path to success.
- Our programs and partnerships (e.g Center for Urban Education) have roots in equity, targeting minoritized and disproportionaltely impacted populations and working towards equitable outcomes.

(REQUIRED) Describe one or more areas that your school/division is focusing on. You will refer to this response in the Analysis Section.

An area that we will continue to focus on is collaborating and supporting student services departments and programs to design, test and implement innovative technologies that promote student success and equity.

Form: "2018/19 Comprehensive Program Review Schools and Divisions Outcomes and Assessment Section"

Created with : Taskstream
Participating Area: Vice President of Student Services Office

(REQUIRED) School/Division Name

Student Services

(REQUIRED) We are halfway through our 6-year cycle. Is your office on target to complete AUO assessment by Spring 2022? Please attach your schedule for AUO assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

1.The office of the VPSS in collaboration with the Office if Reserach and Planning is responsible for the dissimenation of all Student Services data reports.

Will assess in 2019/202

2. The office of the VPSS will provide the appropriate leadership to ensure that practices and new initiatives are complementary, monitored and assessed in ways that are equity-centered and align with the college vision.

Assessed in 2016/17 (survey)

Will assess in 2019/20

3. The office of the VPSS will use technology to improve processes, documentation and user friendliness of precess and services.

Assessed in 2016/2017 (survey)

Will assess in 2018/2019

(REQUIRED) Please list your AUOs.

1. The office of the VPSS in collaboration with the Office if Reserach and Planning is responsible for the dissimenation of all Student Services data reports

2. The office of the VPSS will provide the appropriate leadership to ensure that practices and new initiatives are complementary, monitored and assessed in ways that are equity - centered and align with the college vision.

3. The office of the VPSS will use technology to improve processes, documentation and user friendliness of precess and services.

(REQUIRED) What have your completed assessments revealed about your area?

In 2016/17 The VPSS Office administered a survey to 19 Mesa Student Services Council (MSSC) members. Members were invited to complete a brief, anonymous survey to support VPSS Office goals. The survey included seven scale-based questions with the option of providing narrative feedback. Nine of the 19 members (47%) responded to the survey. Data was compiled via Qualtrics software. Findings/revelations from our 2016/17 assessments are included below.

1. 88.9% of Student Services Council members were extremely or moderately satisfied in response to "Are you satisfied with the vision and future direction of student services?"

2. Student Services departments were eager to participate in Institutional Effectiveness processes. Examples of participation include Outcomes Assessment Training/Workshops specifically designed for Student Services departments/programs and a collaboration with the Office of Institutional Effectiveness to establish Program Review Data Packets for Student Services cohort programs.

- 62.5% of departments strongly agreed or agreed that their department's SSO/SSPO assessment and program review were the products of broad participation.
- 87.5% of departments strongly agreed or agreed that their department's SSO/SSPO and program review were the products of thoughtful reflection about what the department has accomplished and what it can improve.
- 87.5% of departments strongly agreed or agreed that their department's SSO/SSPO assessment and program review resulted in actionable plans the department can assess.
- 100% of departments strongly agreed or agreed that in general SSO/SSPO assessment and program review are supported by Student Services leadership.

3. Student Services programs actively engage in the accreditation process and contributed to the completion of Mesa's Selfâ€☐Evaluation. Examples of engagement included weekly meetings Student Services Accreditation Writing Sessions during the month of June to cover Standard II.C.

- 75% of departments strong agreed or somewhat agreed that their department was actively engaged in accreditation and the development of a meaningful Self-Evaluation (Self-Study)

4. Student Services faculty, staff, and administrators expressed greater satisfaction with information dissemination within Student Services as a result of a newsletter or other form of communication, and will identify ways leadership can improve its efforts to better reflect their needs for ongoing improvements in communication. In Fall 2016 we launched our first Student Services Monthly Update --- INCLUDE INTRO -- and produced our first Points of Pride Student Services Annual Report. Both the monthly update and annual report are distributed to the Mesa College DL.

- 75% of respondents expressed strong or moderate satisfaction with the implementation of Student Services Monthly Updates

Student Services student personnel were surveyed on student utilization of current information technologies and evaluated new technologies/innovations that can enhance student access, learning, engagement, and equity. We learned that additional attention needs to be paid to the reliability of wireless and Internet speed in the Student Service Center, that we can do a better job using technology to communicate campus news with students, that we can do more to promote AskMesa as a means for getting information about Mesa policies, departments, and programs.

Our 2016/17 Technology Assessment led to the following changes:

Enhancements to AskMesa
Identified SS gaps with wi-fi
E-SARS Electronic Advising Appt. Registration
Explored SARS Text Messaging feature
Website enhancements
Online Commencement Check-in
Use of Technology with the Stand

Our 2017/18 Assessment of our Saftey (a component of leadership) led to the following changes:

Created new safety positions
Identified challenges with technology
Identified dead spots for radios
Established communication protocols
Updated safety equipment
Updated our Safety Plan

(REQUIRED) If issues or problems were identified, what is your plan for implementing change?

We will establish better timelines to ensure maximum participation in the future.

Get a better understanding of Outcomes versus Goals (we tend to use the two interchangeably.)

(REQUIRED) Based on your assessments, have you identified resource needs?

- None

(REQUIRED) As you review the outcomes assessment process across your school/division, what impact do you see?

- More is not better
- Data can really inform practice
- Practice makes better (not perfect)
- Get everyone involved

Please provide any other comments.

N/A

Form: "2018/19 Comprehensive Program Review Schools and Divisions Analysis Section"

Created with : Taskstream
Participating Area: Vice President of Student Services Office

(REQUIRED) School/Division Name

Student Services

(REQUIRED) Using the data dashboards, discuss how students are doing in your school/division. Please refer to indicators of success, retention, persistence, etc.

The link to the dashboards is provided in the Directions section.

Student Services programs contribute to overall indicators of success, retention, persistence etc. Individual programs with cohort data (i.e. EOPS, DSPS etc.) will provide responses in their respective Program Reviews.

(REQUIRED) Given your stated area(s) of focus in your Overview section, has your office/school/division introduced new or different actions that may have affected changes in these indicators? Please describe.

The following new activities/initiatives have been created/engaged by the Student Services Office. Engagement is designed to affect campus-wide indicators.

- Student Equity Crosswalk
- Mesa Journey
- Technology Support
    - SD Promise Online Progress Report
- Guided Pathways

(REQUIRED) Describe the trends in Enrollment for your school/division. What changes might you foresee in the next 2-3 years?

N/A

(REQUIRED) How do you create an environment that fosters equity, diversity, and inclusion?

People

- In the past two years, Student Services has established new positions specifically designed to create an environment that fosters equity, diversity and inclusion. Examples are below
    - Special Populations Counselors to work with Former Foster Youth, AB 540 and Formerly Incarcerated Students
    - Re-established and hired counselors for our CalWORKs programs
    - Established a SD Promise Graduate Student Assistant Intern
    - Created a Student Services Technician position to support our Veterans and staff the Veterans Resource Center
    - In July 2017 Mesa College hired our first ever Associate Dean of Career and Technical Education, this position has a dual reporting line to Dean of Student Development

Places

- In collaboration with CDAIE and housed under Student Affairs, in Fall 2018 we opened our **Serenity Room**
- In Fall 2017 we created a space for **The Stand**, Mesa's Food Pantry and Professional Clothing Closet
- In Spring 2018 we identified a temporary space for our new Next Up Program serving Former Foster Youth
- We have secured permanent space for **The Stand**, **Veterans Resource Center** and **Next Up** program targeting food insecure, Veteran and Former Foster Youth students
- In Fall 2018 we identified a permanent space for our **CalWORKs** program
- In Fall 2018 we completed the remodeling of our **AVANZA Engagement Center**

Programs

- In partnership with Feeding San Diego, in Spring 2017 we launched our first monthly Farmers Market, a response to food insecurity in campus
- In Fall 2018 we launched My Mesa Journey, an online program designed to connect student with services and resources available to them,

Grants

- Next Up
- CAYFES
- Veterans
- Hunger Free

(REQUIRED) How does your school/division help to prepare students for success beyond your classrooms?

Student Services mission is to provide pathways that inspire, engage, and empower our diverse students to learn and succeed. Our entire division is designed to supplement classroom learning.

(REQUIRED) In what ways can the college support your school/division in our effort to encourage major and career exploration early on in a studentâ€™s college experience?

Through Student Development, Counseling Programs, CRUISE and the Career|Transfer|Evaluation Program, our division actively plans and promotes major and career exploration early on in a student's college exploration. The college can support our efforts by continuing to be collaborative, utilizing services (i.e. work based learning) and engaging in professional learning. Guided Pathways provides an incredible opportunity for the college to support student services efforts to encourage major and career exploration.

(REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your school/division?

No additional data sets are needed at this time.

Form: "2018/19 Comprehensive Program Review Schools and Divisions Closing the Loop"

Created with : Taskstream
Participating Area: Vice President of Student Services Office

(REQUIRED) School/Division Name

Student Services

(REQUIRED) Document all resources received in past year for your office area, along with significant resources received by your school/division.

- None

(REQUIRED) How have these resources benefited programs and students?

N/A

PROJECT TIMELINE

Month	Campus Equity-Related Asset Mapping (Months 1-6)	Equity Efforts Assessment (Months 7-24)	
February 2017 (Month 0)	• Mesa/CUE Leadership Foundation Call #1 (2/24) • Call #1 with IR to discuss data capacity and assessment of strategic plan (2/27)		
March 2017 (Month 1)	• Mesa/CUE Leadership Foundation Call #2 • Information Gathering/Initial Mapping of Equity Initiatives • Form Advisory Group		
April 2017 (Month 2)	• Site Visits, Conduct Interviews		
May 2017 (Month 3)	• Conduct Interviews • Data Capacity Evaluation		
June 2017 (Month 4)	• Analysis of Interview Data		
July 2017 (Month 5)	• Draft Asset-Map		
August 2017 (Month 6)	• Deliver Final Asset-Map		
September 2017 (Month 7)	• **Advisory Group Meeting #1**	In-Depth Analysis of Six Equity Efforts: Campus Visits by CUE to occur once per month (1-2 days/visit)	
October 2017 (Month 8)			
November 2017 (Month 9)			
December 2017 (Month 10)		Advisory Group Meeting #2	
January 2018 (Month 11)			
February 2018 (Month 12)			
March 2018 (Month 13)			
April 2018 (Month 14)		Advisory Group Meeting #3	

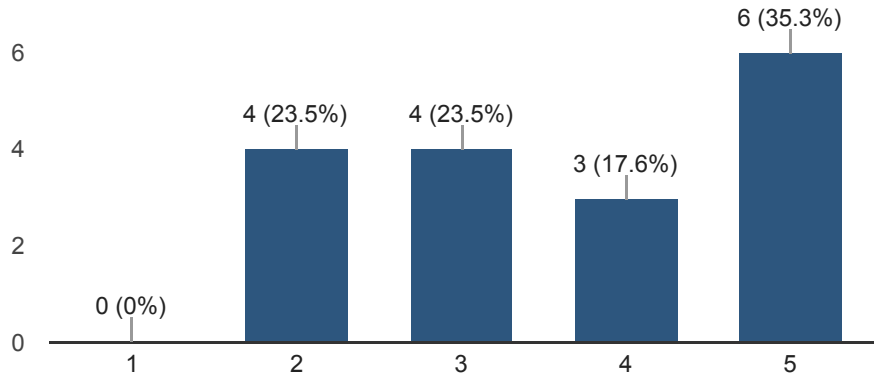
May 2018 (Month 15)				
June 2018 (Month 16)				
July 2018 (Month 17)		• Community of Practice Retreat • Presentation to Campus Leaders		
August 2018 (Month 18)		Advisory Group Meeting		
September 2018 (Month 19)		Follow-Up Campus Visits as Needed		
October 2018 (Month 20)				
November 2018 (Month 21)				
December 2018 (Month 22)			Advisory Group Meeting #4	
January 2019 (Month 23)		All Reports Complete		
February 2019 (Month 24)		Final Recommendations		
March 2019-February 2020 (Yearlong Follow-Up)	• Follow-Ups after 3, 6, 9, and 12 months (i.e., May 2019, August 2019, November 2019, February 2020)			

Mesa Student Services Technology Survey

17 responses

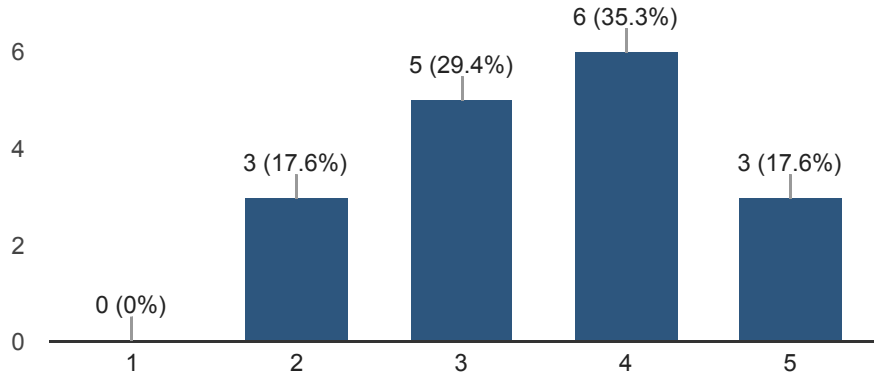
Are there enough computers available in Student Services to support you in the pursuit of your academic goals?

(17 responses)

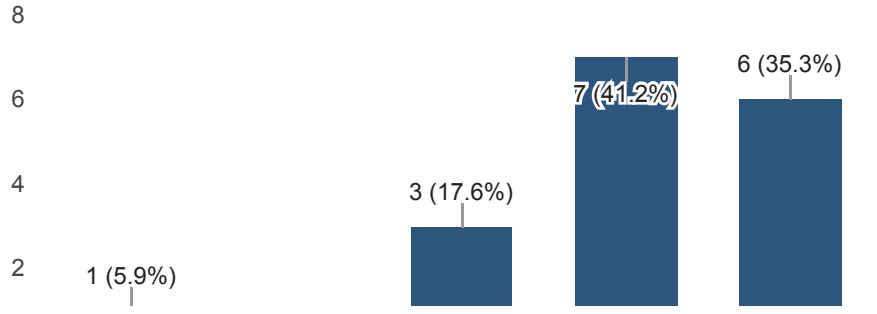


How reliable is the wireless and Internet speed in Student Services to support you in the pursuit of your academic goals?

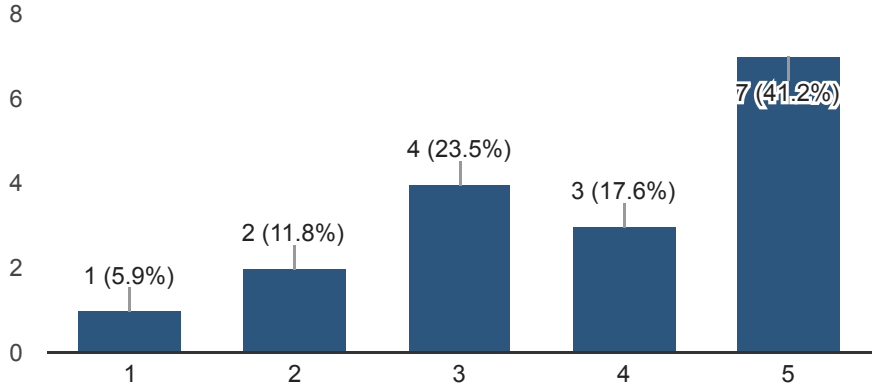
(17 responses)



How easy was it to apply to Mesa? (17 responses)

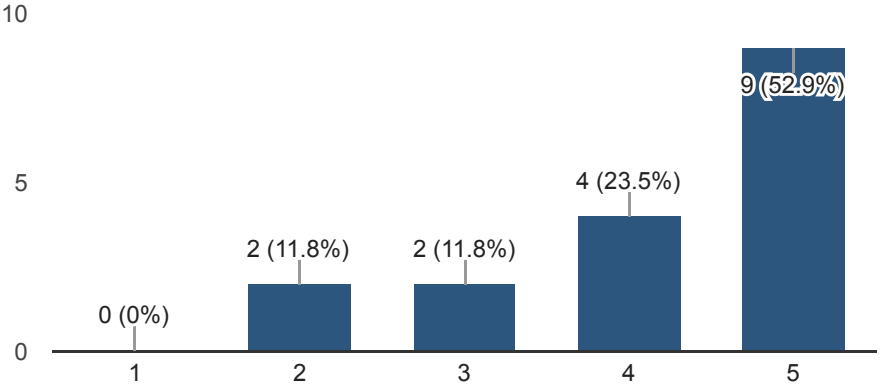


How easy is it to register for classes at Mesa using Reg-E ? (17 responses)



How easy is it to find your student academic record online in Reg-E?

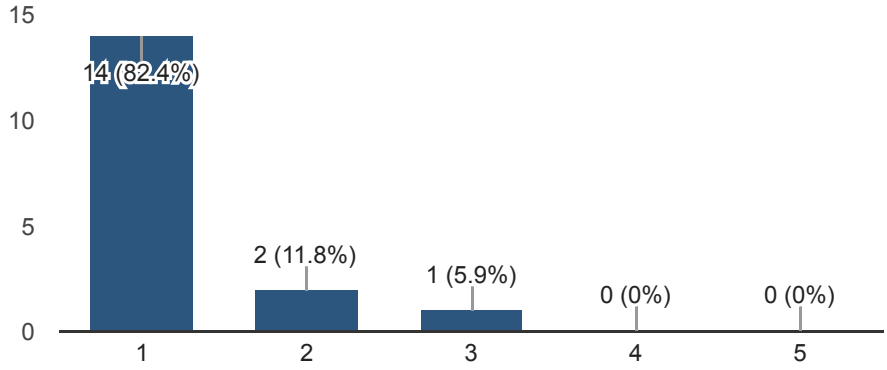
(17 responses)



How effectively does Student Services use technology to communicate campus news with the students?

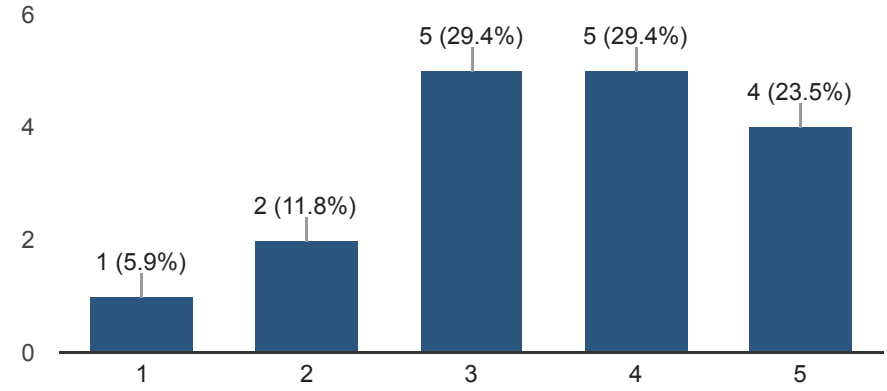
(17 responses)

How frequently do you use the iMesa Mobile App? (17 responses)



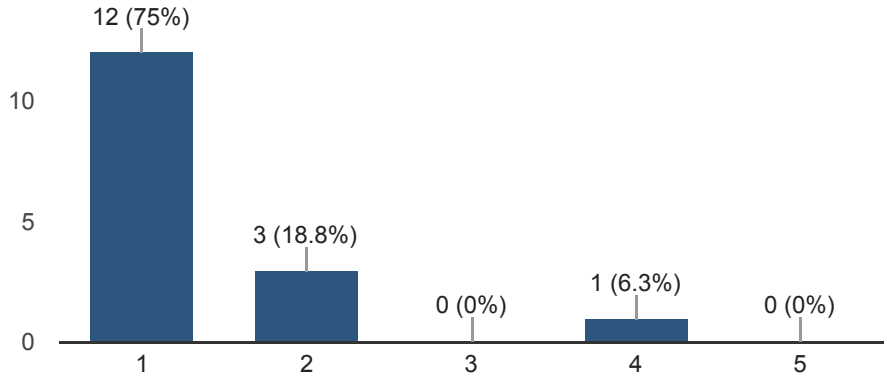
How frequently do you use social media accounts to follow or keep up with campus news/events at Mesa?

(17 responses)



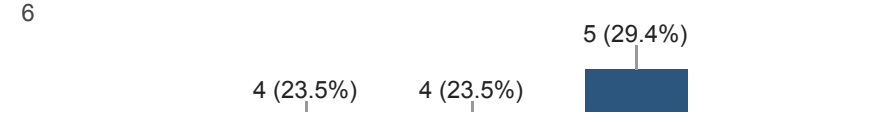
How frequently do you use AskMesa to get information about Mesa policies, departments, or programs?

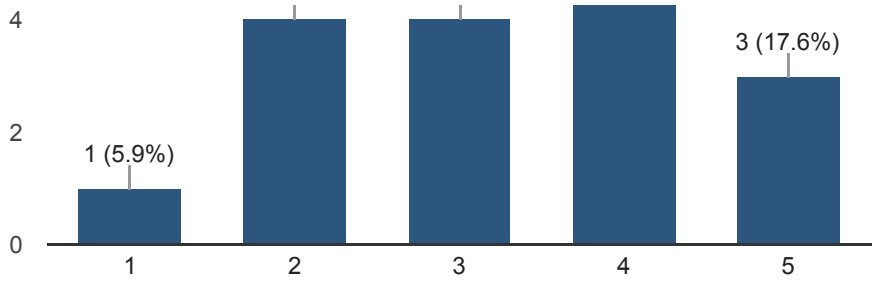
(16 responses)



Overall, do you feel that Student Services effectively uses technology to support students in the pursuit of their goals?

(17 responses)

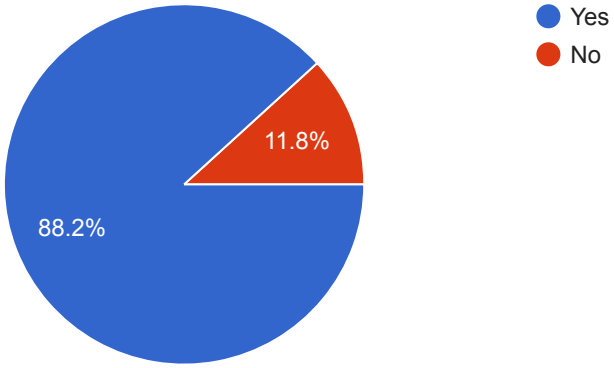




Technology Preferences

Do you own a computer that you use for your Mesa coursework?

(17 responses)

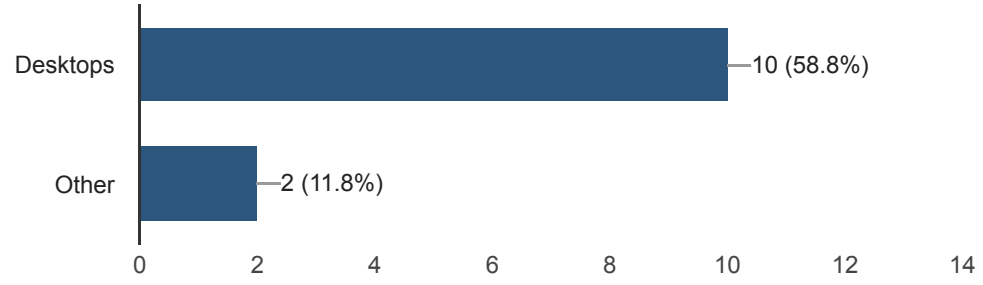


Do you use library or student lab computers on campus to complete your coursework?

(17 responses)

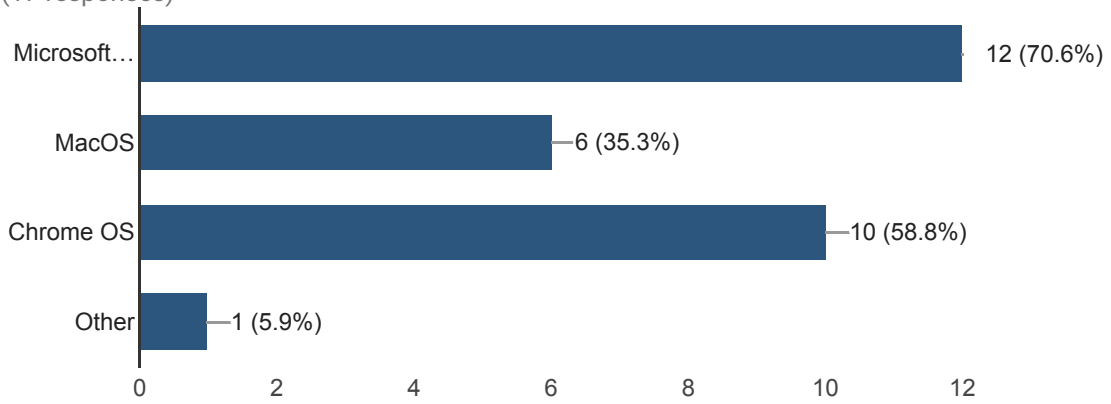
Do you prefer laptops or desktop computers? (Check all that apply)

(17 responses)

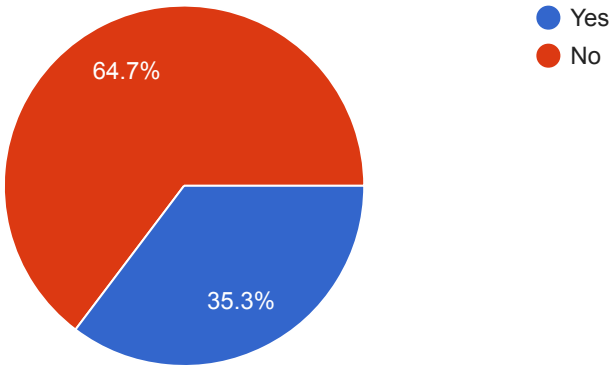


Do you prefer Microsoft Windows, MacOS, or Chrome OS for desktops and laptops? (Check all that apply)

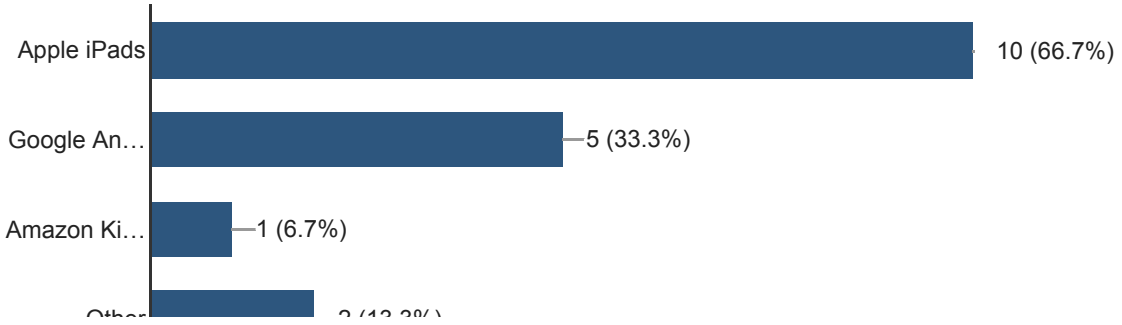
(17 responses)



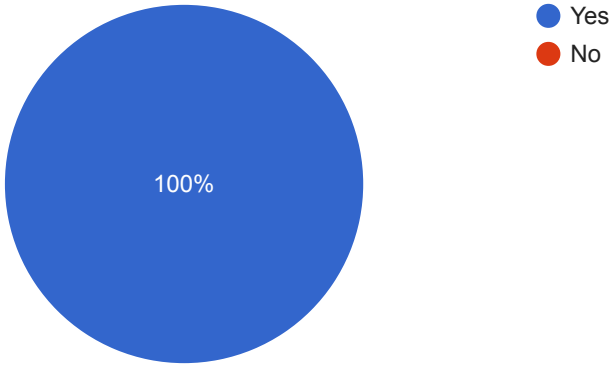
Do you own a tablet? (17 responses)



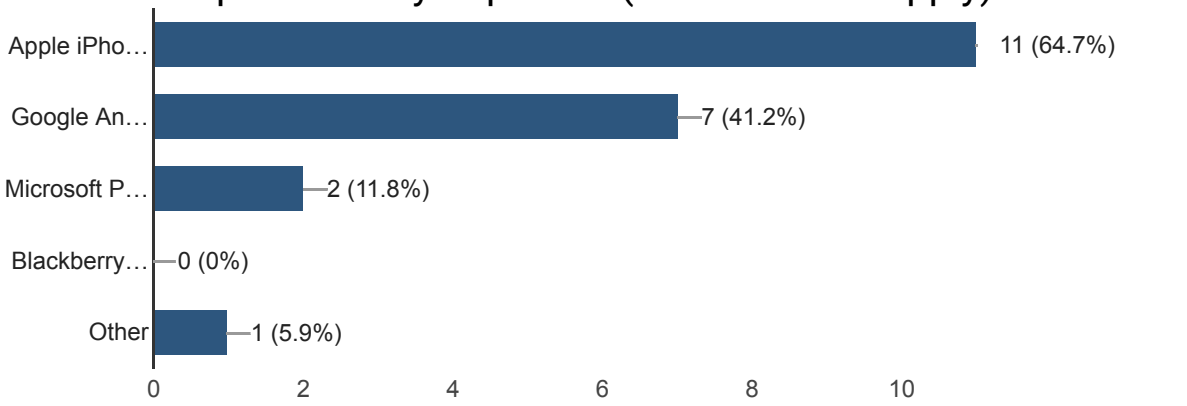
What tablets do you prefer? (Check all that apply) (15 responses)



Do you own a smart phone? (17 responses)



What smart phones do you prefer? (Check all that apply) (17 responses)

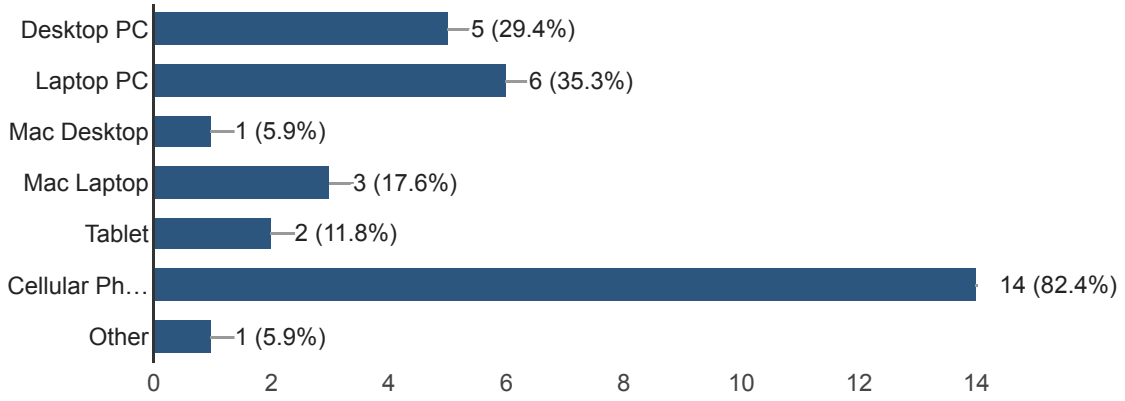


What devices do you use primarily to keep up with your coursework? (Check all that apply)

(17 responses)

What devices do you use primarily to keep up with campus life and events at Mesa? (Check all that apply)

(17 responses)



Other feedback

Do you have any other thoughts, questions, or feedback regarding technology usage in student services?

(8 responses)

No

No

The televisions that Mesa use to display events on campus should update frequently and provide more info to students. Because that is the best way to catch students' attention. I think it will be good if student clubs can promote their events on the televisions.

I use my own computer, but I have heard complaints about people having to go to the library and print.

1) Mesa College is awesome! 2) NVIDIA GPU computing infrastructure (Ubuntu + CUDA 8.0 + CuDNN + CuBLAS + numpy + scipy + student developer accounts) is highly desired!

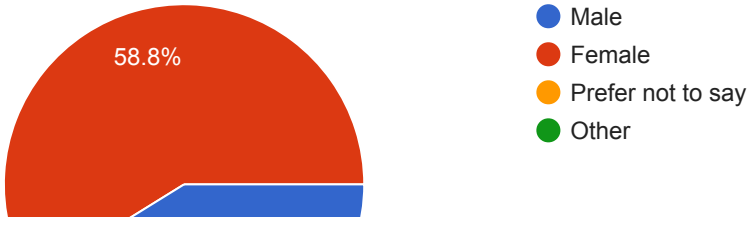
the wifi connection tends to go slow sometimes, even on the PC desktops at school.

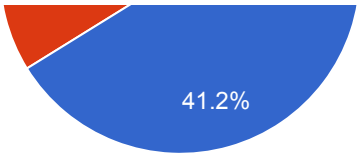
Use text messaging alerts for current (academic/social) events,

Nope

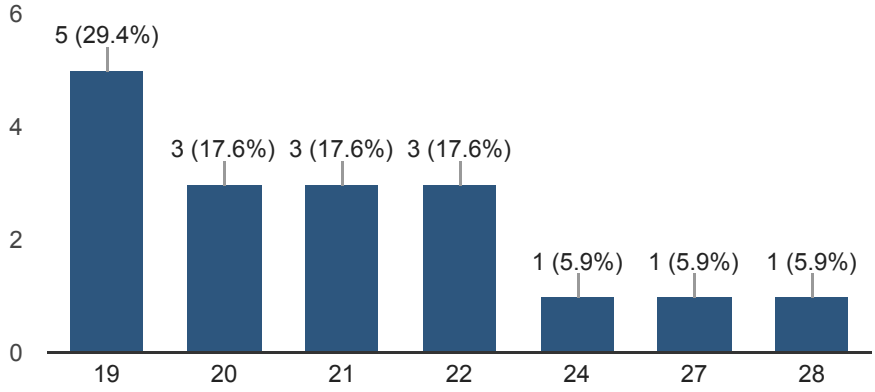
Thanks! Just a couple more questions!

What is your gender? (17 responses)

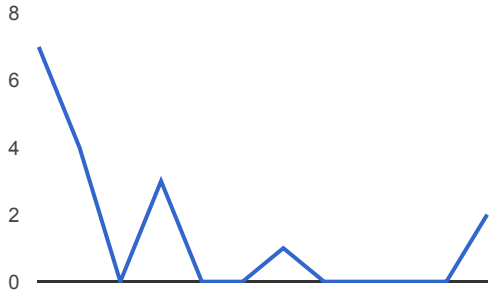




What is your age? (17 responses)



Number of daily responses

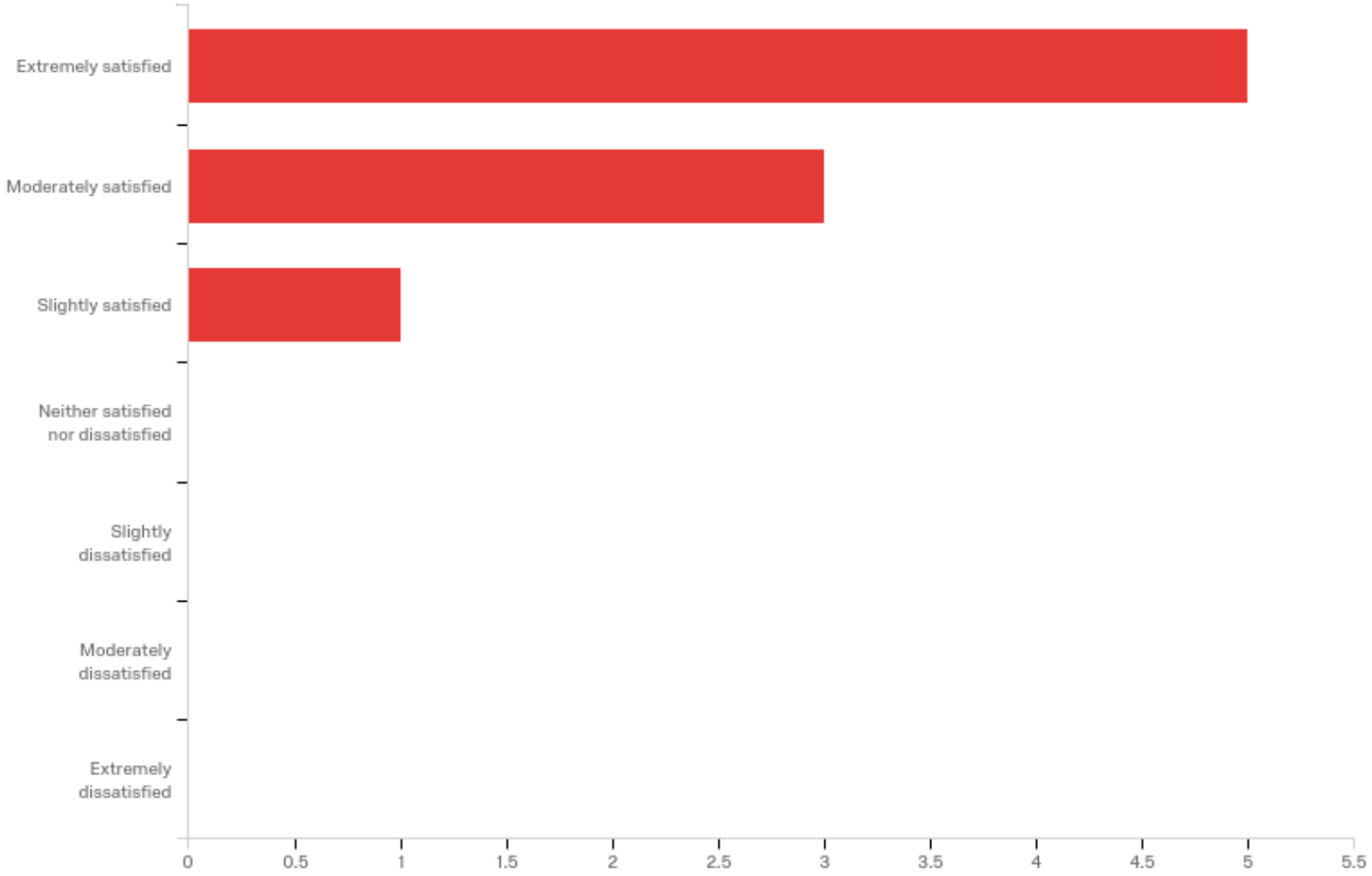


Default Report

2016 VPSS Office Program Review Survey

November 29th 2016, 10:13 pm PST

Q1 - In general, how satisfied are you with the vision and future direction of student services?



Q1 - In general, how satisfied are you with the vision and future direction of student services?

#	Answer	%	Count
1	Extremely satisfied	55.56%	5
2	Moderately satisfied	33.33%	3
3	Slightly satisfied	11.11%	1
4	Neither satisfied nor dissatisfied	0.00%	0
5	Slightly dissatisfied	0.00%	0
6	Moderately dissatisfied	0.00%	0
7	Extremely dissatisfied	0.00%	0
	Total	100%	9

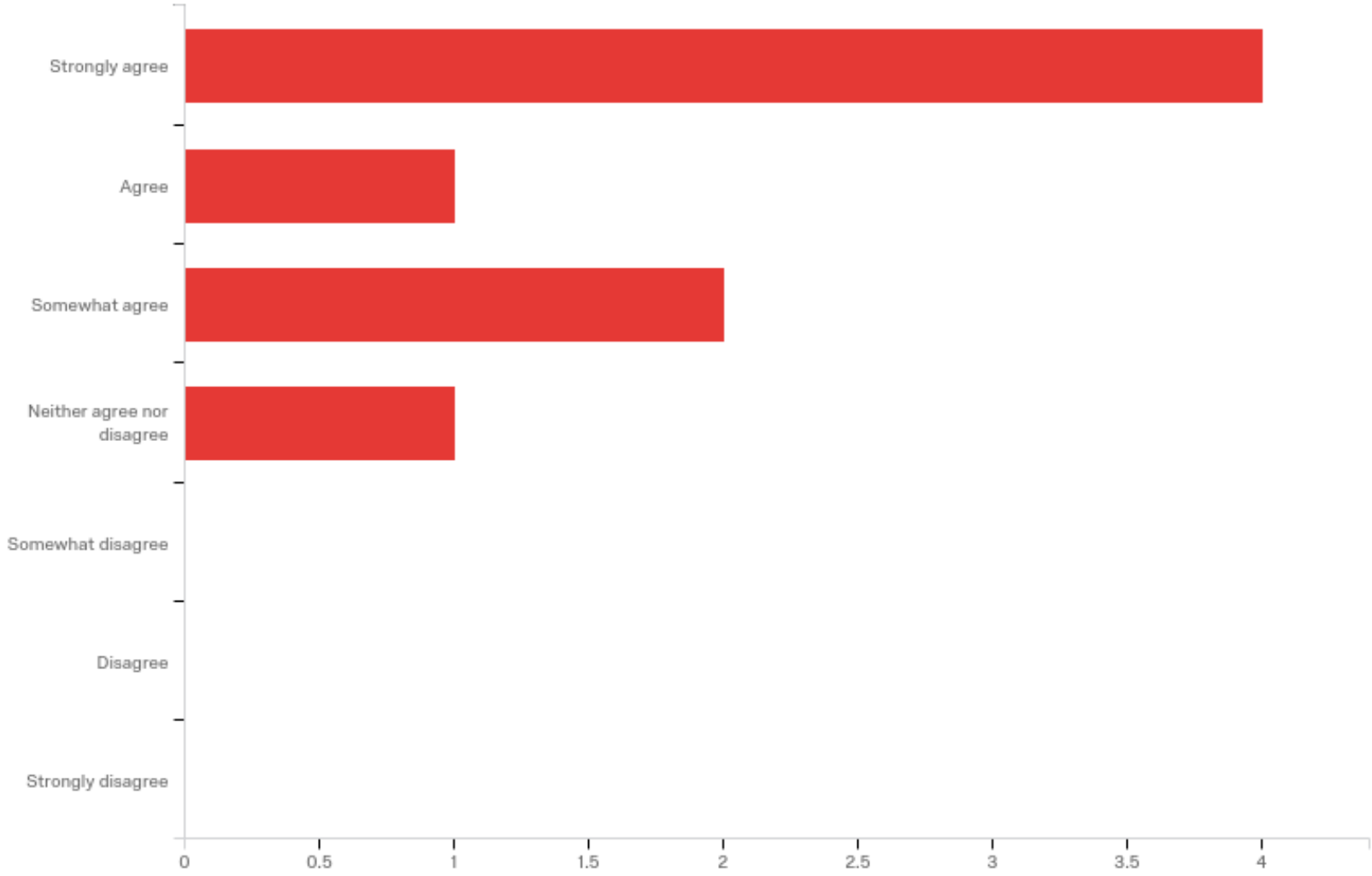
Q2 - If dissatisfied, what comments can you provide to help us improve the vision and future direction of student services?

If dissatisfied, what comments can you provide to help us improve the visio...

Q3 - Whether satisfied or dissatisfied, what additional information can you provide to support our ongoing improvement?

Whether satisfied or dissatisfied, what additional information can you prov...
The meetings are going well
I think that the direction of student services is going very well because the leadership has been very supportive of new initiatives. In order to continue ongoing improvement I think possible restructuring and/or adding of positions to some departments such as career services will be vital for student services.
The MSSC meetings have not been feeling connected to each other. I don't know how else to phrase it or pinpoint why it feels that way, but the continuity from meeting to meeting doesn't seem as strong. Perhaps because of all the different initiatives, project, and overall work that is being done - not enough time perhaps to capture or connect it all?
Dr. Hands is doing a great job.
I want to see integrity, consistently. Honest answers to important questions. Really working on the issues of White Privilege in the classroom is important. Giving students of color a voice on this campus is life giving equity.
We have the best leadership. Dr. Hands demonstrates inclusive leadership. She looks at all aspects of the issue and includes the team in making the best decisions for our community. We are fortunate to have a VPSS that leads with care and collaboration!!

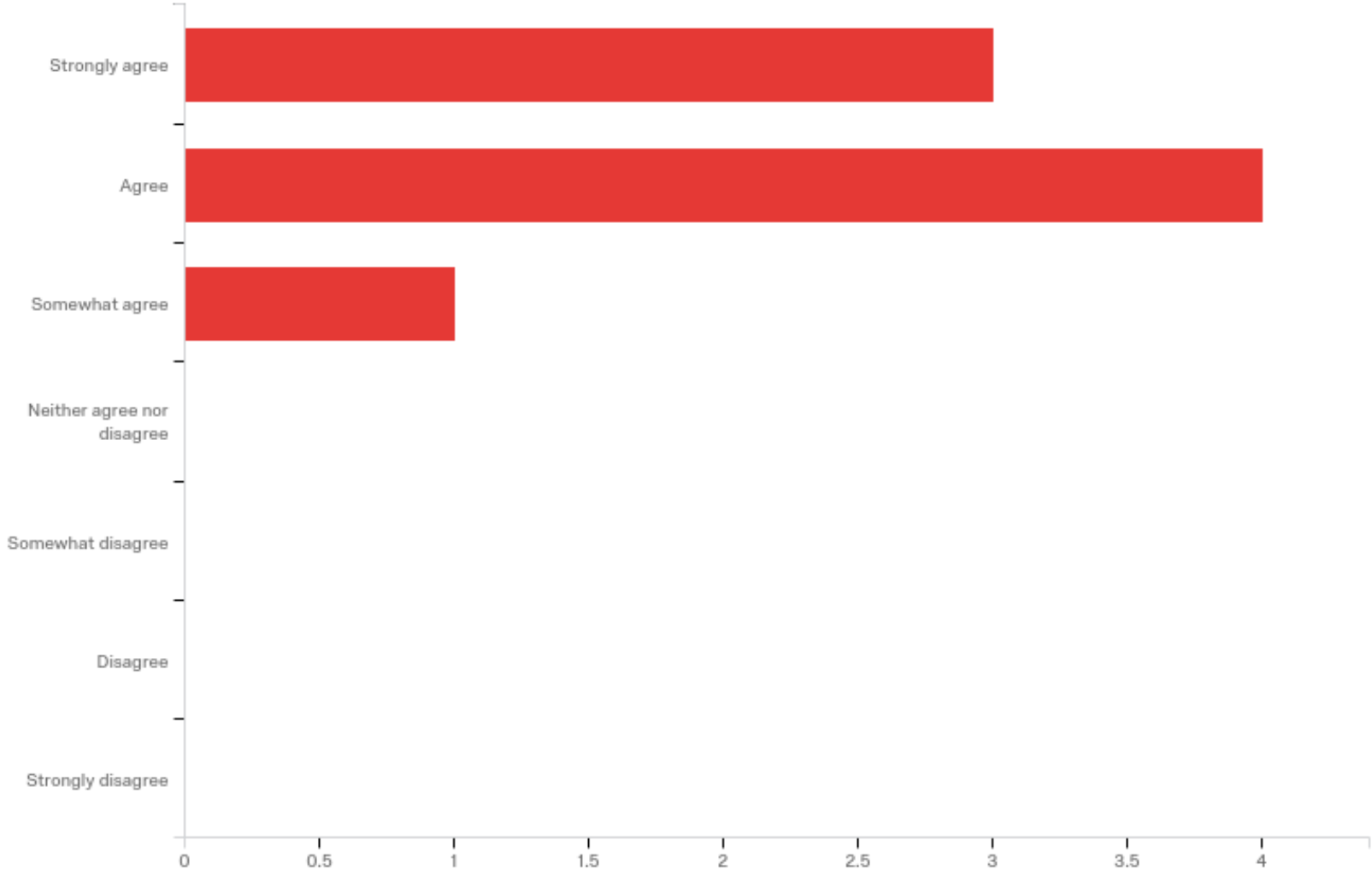
Q4 - In my department, SSO/SSPO assessment and program review are the product of broad participation.



Q4 - In my department, SSO/SSPO assessment and program review are the product of broad participation.

#	Answer	%	Count
1	Strongly agree	50.00%	4
2	Agree	12.50%	1
3	Somewhat agree	25.00%	2
4	Neither agree nor disagree	12.50%	1
5	Somewhat disagree	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	8

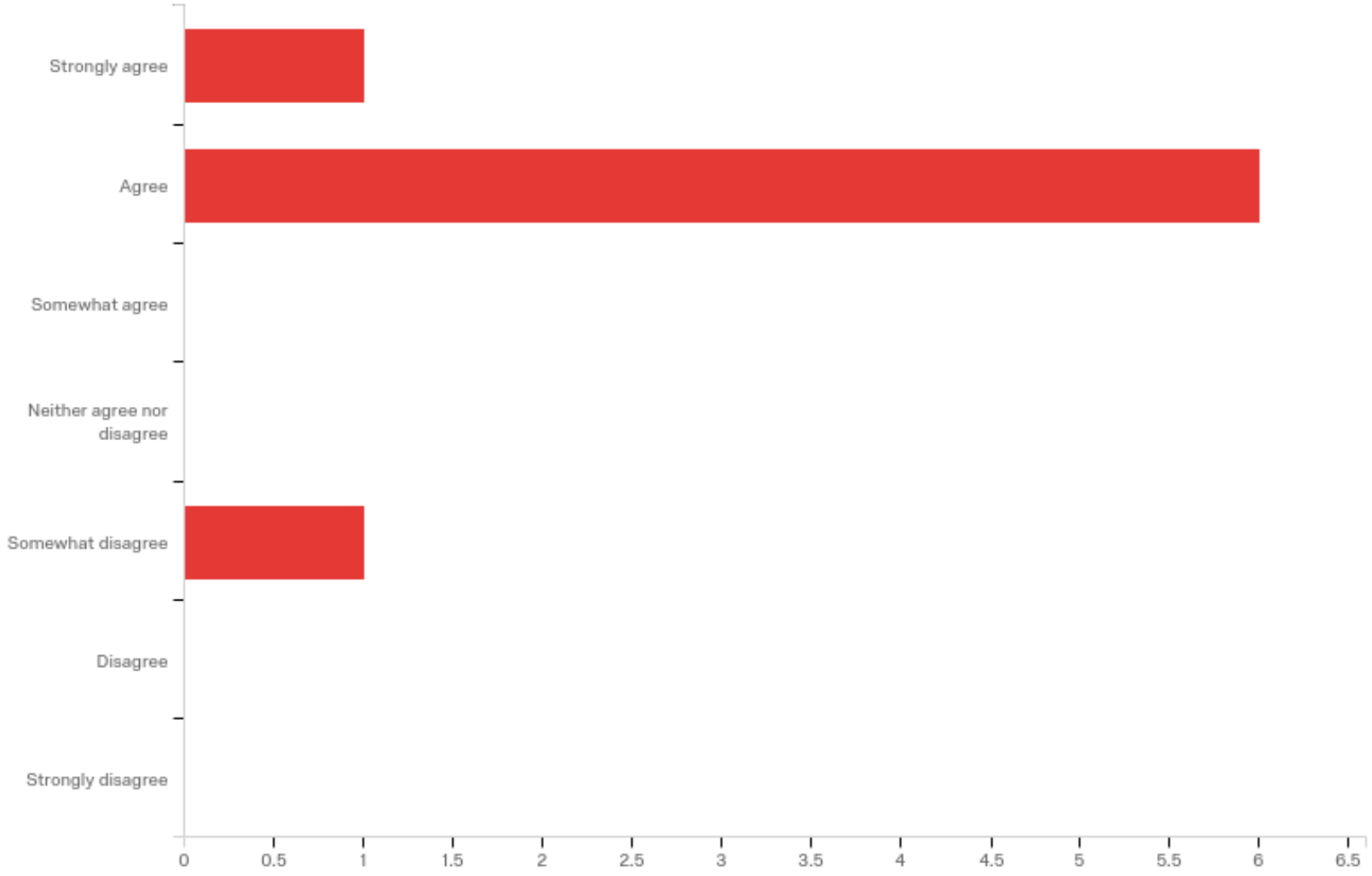
Q5 - In my department, SSO/SSPO and program review are the products of thoughtful reflection about what the department has accomplished and what it can improve.



Q5 - In my department, SSO/SSPO and program review are the products of thoughtful reflection about what the department has accomplished and what it can improve.

#	Answer	%	Count
1	Strongly agree	37.50%	3
2	Agree	50.00%	4
3	Somewhat agree	12.50%	1
4	Neither agree nor disagree	0.00%	0
5	Somewhat disagree	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	8

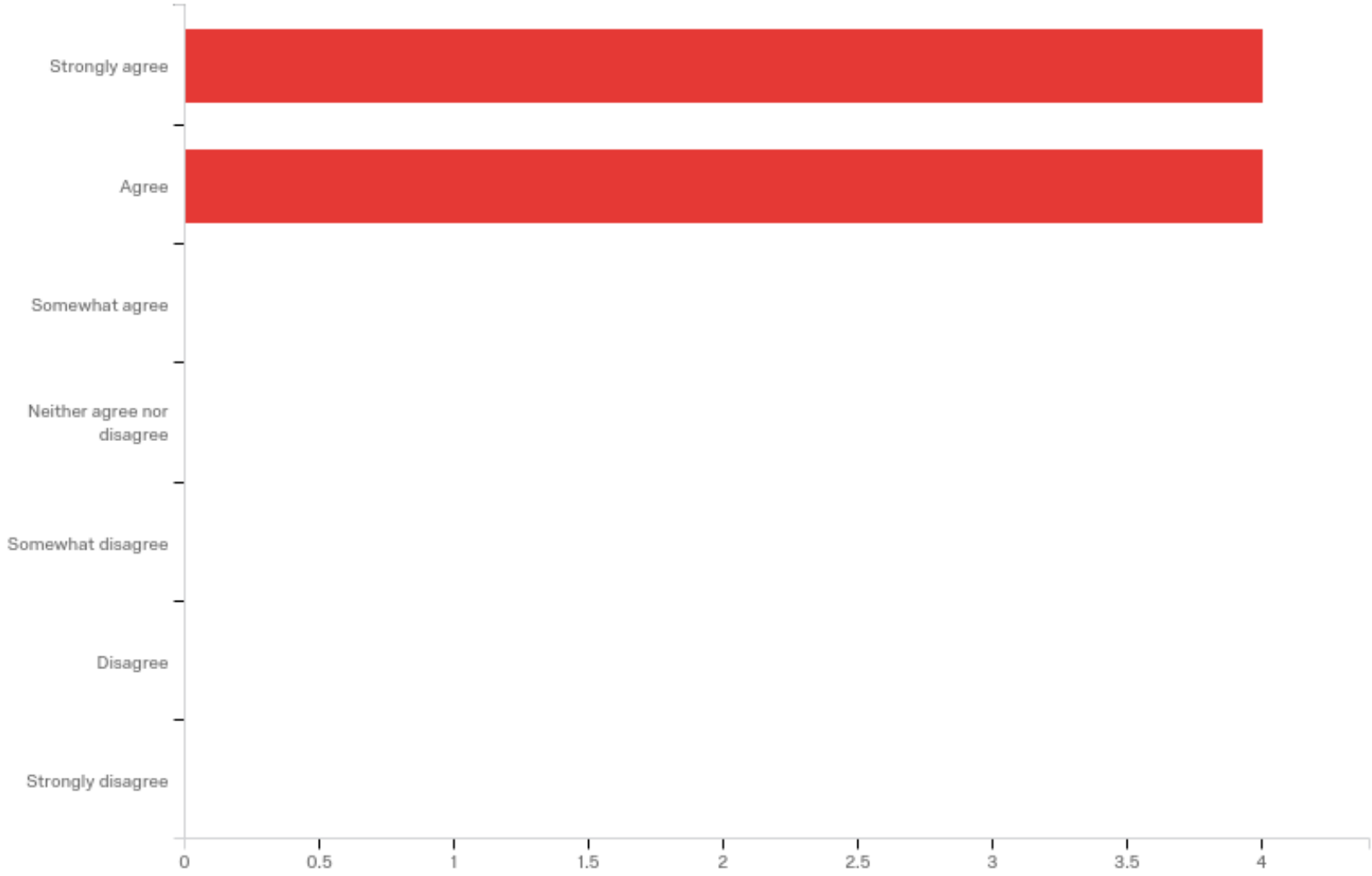
Q6 - In my department SSO/SSPO assessment and program review result in actionable plans the department can assess.



Q6 - In my department SSO/SSPO assessment and program review result in actionable plans the department can assess.

#	Answer	%	Count
1	Strongly agree	12.50%	1
2	Agree	75.00%	6
3	Somewhat agree	0.00%	0
4	Neither agree nor disagree	0.00%	0
5	Somewhat disagree	12.50%	1
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	8

Q7 - In general, SSO/SSPOassessment and program review are supported by Student Services leadership.



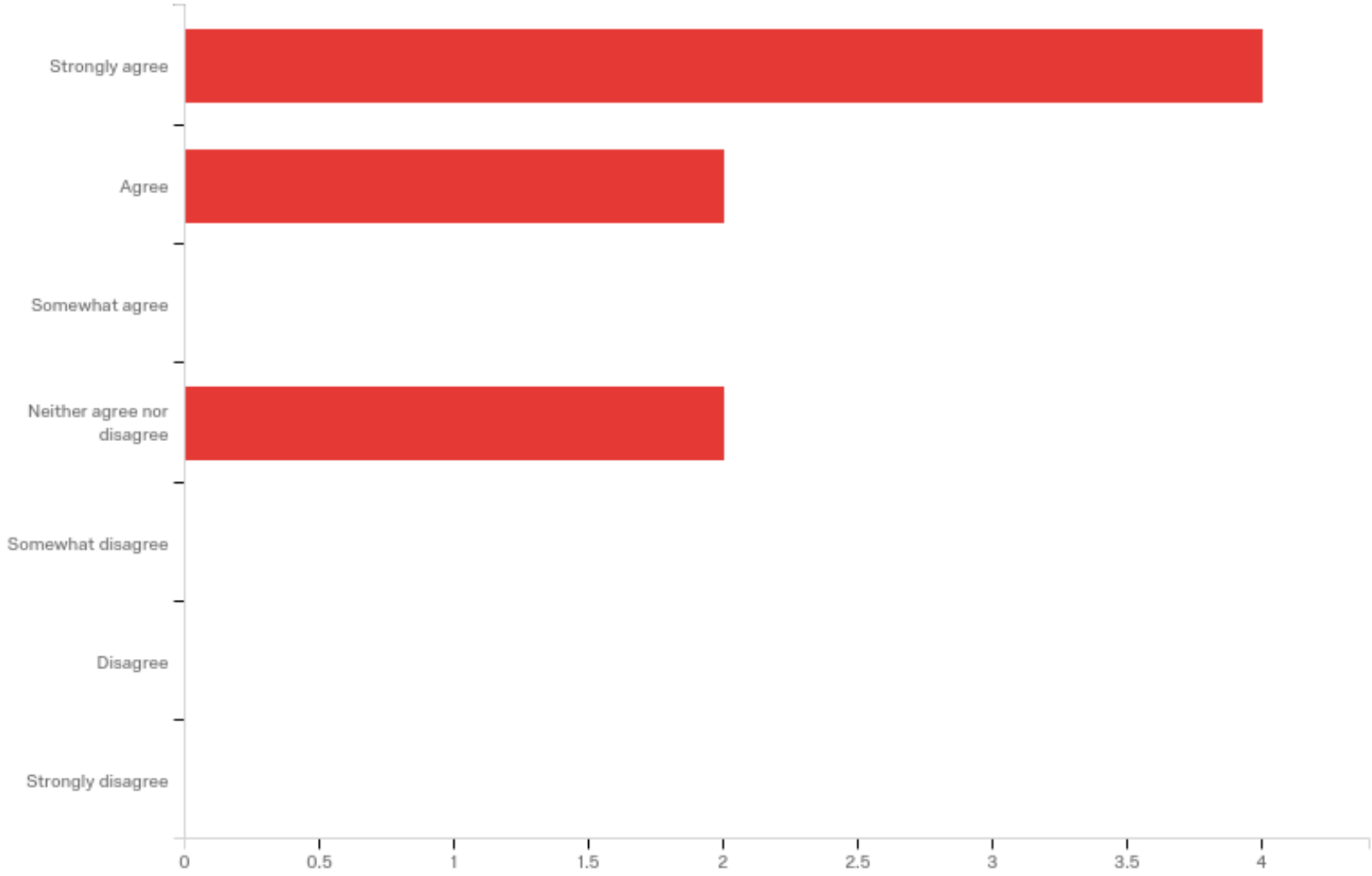
Q7 - In general, SSO/SSPOassessment and program review are supported by Student Services leadership.

#	Answer	%	Count
1	Strongly agree	50.00%	4
2	Agree	50.00%	4
3	Somewhat agree	0.00%	0
4	Neither agree nor disagree	0.00%	0
5	Somewhat disagree	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	8

Q9 - Please provide any thoughts you have about how the VPSS Office can better support Institutional Effectiveness practices (i.e. SSO/SSPO and program review) and participation within Student Services

Please provide any thoughts you have about how the VPSS Office can better s...
The office is open and supportive of our endeavors.
IE should continue to look at improvements in practices for student services that are clearly defined. Although instruction plays a huge role in our institution, so does student services and some of the process is more reflective of instructional practices and not of student services.
None
I need 1:1 tutoring in Program Review and I am embarrassed to ask for it because nobody else asked for it.
offer hands on training where all the staff can attend and we develop our sso/sspo
We have great leadership! No changes needed. Even this assessment is a testimant to your inclusive leadership!! Thank you Ashanti!!

Q14 - My department has been actively engaged in accreditation and the development of a meaningful Self-Evaluation (Self-Study)



Q14 - My department has been actively engaged in accreditation and the development of a meaningful Self-Evaluation (Self-Study)

#	Answer	%	Count
1	Strongly agree	50.00%	4
2	Agree	25.00%	2
3	Somewhat agree	0.00%	0
4	Neither agree nor disagree	25.00%	2
5	Somewhat disagree	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	8

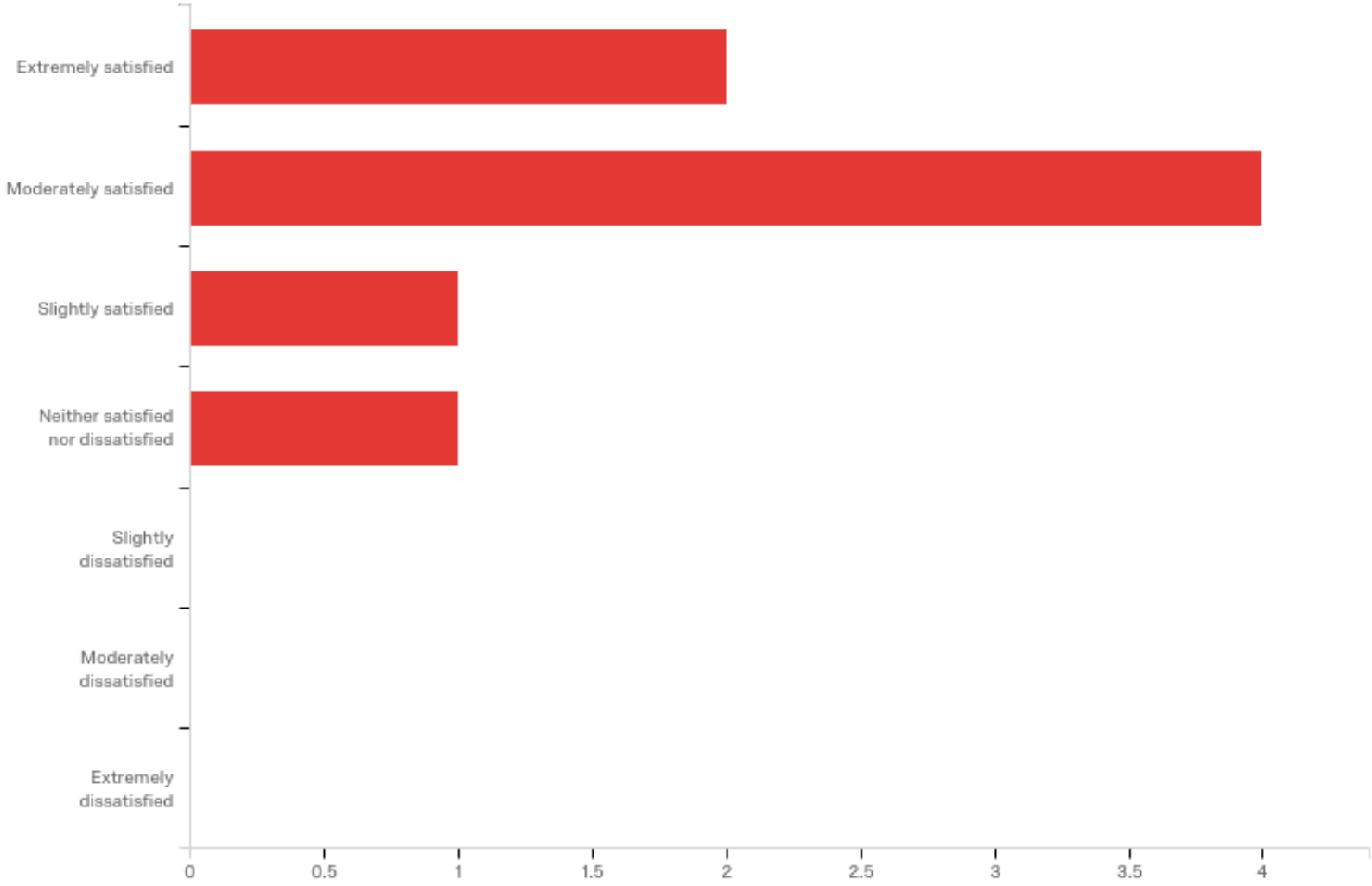
Q16 - Please provide information about challenges that prevented your departments engagement in the accreditation Self-Evaluation/Self-study process?

Please provide information about challenges that prevented your departments...

Q15 - What additional information/support do you need to prepare for our Accreditation Site Visit in March?

What additional information/support do you need to prepare for our Accredit...
What the department should be expecting and/or prepared to answer
Continue to be informed on future plans or vision for student services.
If we knew in advance who they would be speaking with, that would be helpful.
None
We are good.
Q&As emailed out regarding the process

Q10 - In general, how satisfied are you with the implementation of Student Services Monthly Updates?



Q10 - In general, how satisfied are you with the implementation of Student Services Monthly Updates?

#	Answer	%	Count
1	Extremely satisfied	25.00%	2
2	Moderately satisfied	50.00%	4
3	Slightly satisfied	12.50%	1
4	Neither satisfied nor dissatisfied	12.50%	1
5	Slightly dissatisfied	0.00%	0
6	Moderately dissatisfied	0.00%	0
7	Extremely dissatisfied	0.00%	0
	Total	100%	8

Q14 - What additional information can you provide to support our ongoing improvement of communication and information dissemination?

What additional information can you provide to support our ongoing improvem...
The office has taken huge strides to unite all the programs/departments/offices in the building. It is not easy but the VPSS is doing as much as they can to remind us of our common goal
We need a better way to communicate with students. We need to be able to communicate with students more often.
Perhaps it's because it is new, but the reminders come out so close to the time that the reports are due.
None
I'd like to see some of the questions changed on the monthly report - take out the who should be. Recognized

San Diego Mesa College

Student Services Center, I-400
Building Emergency Evacuation Plan

-Internal Edition-

Not for public area, classroom, or internet posting.

Set Hand-Held FRS Radio to

7 2

1. **Turn button on top of radio.**
2. **Use MENU and +/- buttons to set to 7$_2$.**
3. **Push bar on side to speak.**

Approved by the Mesa College Safety Committee: February 15, 2018
Updated: 5/24/18, 11/27/18 (partial)

San Diego Mesa College
Student Services Center, I-400
Building Emergency Evacuation Plan

Table of Contents

Responsibility of Employees in the Event of an Emergency

All public employees are disaster workers and may be called upon in the event of a national, state, or local emergency to assist. As public employees of SDCCD and San Diego Mesa College, we must therefore remain on campus until cleared to leave by a member of the Evacuation Team or manager in the event we are needed.

California Public Employee Disaster Service Workers Brochure
California Government Code: Section 3100-3109
SDCCD BP3505: Emergency Response Plan

Introduction

Scope and Objectives

This plan has been prepared to ensure orderly and complete evacuation of the **I-400 Student Services Center** whenever an emergency occurs or the alarm sounds.

The primary objectives of this evacuation plan are:

1. To ensure that everyone leaves the building safely.
2. To develop and implement procedures to safely evacuate individuals who are injured or cannot negotiate stairs.
3. To have a building occupancy accountability system in place to account for employees in the emergency evacuation zone.
4. To have procedures for personnel, who are among building occupants, with defined functions to ensure the plan's objectives can be achieved.

For the purpose of this plan, the following are considered emergencies for which a total or partial evacuation of the building is necessary:

- fire
- explosion
- chemical spill
- earthquake
- power outage (evacuate only when instructed by manager or designee)
- bomb threat

The following emergency may require sheltering in place:

- active shooter (when a shooter is elsewhere on campus or their location is uncertain)

Emergency Notification

Building occupants are notified of emergencies through the use of the following signals and notifications:

- Fire alarm
  - Sound: Whooping Electronic Horn
  - Visual: Strobe Lights
- Announcements Through Building PA System (may not be heard in all offices)
- Word of Mouth
- District/Campus Text Messaging System

Building Emergency Evacuation Plan Review

The plan will be evaluated and updated annually. An evacuation drill and/or table-top exercises should be conducted on an annual basis.

In-House Emergency Team

The in-house emergency team consists of the –

- **Emergency Facilitator:** The Emergency Facilitator is stationed outside the building, serving as the incident coordinator.
- **Floor Wardens**: Floor wardens assist in the orderly evacuation of the building and communicate information to the Emergency Facilitator.
- **Evacuation Area Coordinator**: The Evacuation Area Coordinator accounts for all evacuated building personnel and communicates with the Emergency Facilitator.
- **Other**: Additional personnel will be assigned as needed.

> - **PLEASE NOTE:** Assigned duties are to be carried out only if personnel are not putting themselves in danger or risking their personal safety.

		Name	Office Phone	Cell
Emergency Facilitator				
	Primary	Ashanti Hands	2881	(619) 203-8908
	Designee	Vicki Miller	2698	(858) 395-9230
	Liaison	Trina Larson	2678	(619) 204-7434
Floor Wardens				
1st Floor	Lead Warden	TBD		Need
	Co-Warden	Skyler Dennon	2952	(619) 417-7593
2nd Floor	Lead Warden	Suzanne Khambata	2774	(619) 675-6736
	Co-Warden	Agustin Rivera	5991	(858) 663-5581
3rd Floor	Lead Warden	Alicia Lopez	Need	Need
	Co-Warden	Leroy Johnson	2413	(619) 867-2933
4th Floor	Lead Warden	Dawn Stoll	2579	(858) 349-5449
	Co-Warden	Johanna Aleman	2967	(858) 735-8621
Evacuation Area Coordinator				
	Primary	Ailene Crakes	2588	(619) 922-1331
	Designee	Larry Maxey	2884	(619) 370-8002
Other Assigned Personnel				
Building PA System	Primary	Ashanti Hands	2881	(619) 203-8908
	Designee	Trina Larson	2678	(619) 204-7434

Evacuations are fluid events, so our evacuation leadership must be flexible and prepared to assume any role and to commandeer others who can perform these duties, as necessary.

Responsibility of Emergency Facilitator

1. To collect information on building occupants known or suspected to still be in the building from the Floor Wardens.
2. To meet emergency responders at building entrance.
3. To report information about occupants needing evacuation assistance and other personnel suspected to still be in building to emergency responders or to Mesa's Site Incident Commander (SIC) if there is a college-wide emergency response.
4. To transmit the all-clear signal to Floor Wardens or to other building emergency evacuation personnel.
5. To transmit to the Evacuation Area Coordinator that people can be released from the evacuation zone and that it is ok to re-enter the building.
6. To conduct a post-emergency meeting, if necessary.
7. To complete the "Emergency History Report" form (located in the Appendix).

Emergency Facilitator's Equipment	
➢ Flashlight	➢ Ear Plugs (Foam)
➢ Hand-Held FRS Radio w/Earphones	➢ Clipboard*
➢ High-Visibility Vest	➢ Megaphone
➢ Whistle	➢ First Aid Kit
➢ Safety Goggles	➢ Hard Hat
➢ Blue Tape, Signs (Bldg/Elev Closed)	➢ Marker, Dry-Erase Marker, Pen
➢ Hand Sanitizer & Towel	➢ Post-Its
* *with Evac Plan, Maps, Phone Contacts, Building Occupancy List, etc.*	

Responsibility of Emergency Facilitator's Liaison

1. To stand with the Emergency Facilitator and collect information from Floor Wardens, emergency responders and others and relay it to the Emergency Facilitator.
2. To convey information from the Emergency Facilitator to others.
3. To designate a note-taker who will note any significant occurrence with time signatures, as necessary.
4. To complete the "Emergency History Report" form (located in the Appendix).

Emergency Facilitator's Equipment	
➢ Hand-Held FRS Radio w/Earphones	➢ 2 Clipboards*
* *with Evac Plan, Maps, Phone Contacts, Building Occupancy List, etc.*	

Responsibility of the Floor Wardens

1. To check all rooms on assigned floors, including all private offices, classrooms, restrooms, copier rooms, closets, etc., to ensure they have been evacuated.
2. To monitor corridors on the assigned floor, ensuring personnel are moving toward exits.
3. To assist and/or direct all occupants to the emergency exits, as depicted on the evacuation map.
4. If a disabled person is encountered, to either assist them down the stairway or to direct them to an area of refuge and notify Emergency Facilitator and/or emergency personnel of their location.
5. To ensure the **2nd floor fire doors** and other doors are closed and not blocked open.
6. To leave the building as soon as possible and to ensure assigned building entryways are being monitored.
7. To report to the Emergency Facilitator, and/or directly to emergency responders, whether or not anyone is still within the building.
8. To prevent re-entry into the building until the Emergency Facilitator or emergency responders announces the all-clear signal.
9. To fill out the building evacuation "Observation Report" form (located in the Appendix).

Floor Wardens' Equipment	
➢ Flashlight	➢ Ear Plugs (Foam)
➢ Hand-Held FRS Radio w/Earphones	➢ Clipboard*
➢ High-Visibility Vest	➢ Megaphone
➢ Whistle	➢ First Aid Kit
➢ Safety Goggles	➢ Hard Hat
➢ Blue Tape, Signs (Bldg/Elev Closed)	➢ Marker, Dry-Erase Marker, Pen
➢ Hand Sanitizer & Towel	➢ Post-Its
* *with Evac Plan, Maps, Phone Contacts, Building Occupancy List, etc.*	

Responsibility of the Evacuation Area Coordinator

1. To liaise with department supervisors/leads and ensure all personnel have been evacuated. To serve as the communications liaison between the evacuation area and the Emergency Facilitator.
2. To release employees, students, and visitors back into the building.

➢ PLEASE NOTE: The release of people from the evacuation area will only occur when word is given by the Emergency Facilitator.

Evacuation Area Coordinator's Equipment	
➢ Flashlight	➢ Ear Plugs (Foam)
➢ Hand-Held FRS Radio w/Earphones	➢ Clipboard*
➢ High-Visibility Vest	➢ Megaphone
➢ Whistle	➢ First Aid Kit
➢ Safety Goggles	➢ Hard Hat
➢ Blue Tape, Signs (Bldg/Elev Closed)	➢ Marker, Dry-Erase Marker, Pen
➢ Hand Sanitizer & Towel	➢ Post-Its
* *with Evac Plan, Maps, Phone Contacts, Building Occupancy List, etc.*	

Evacuation: General Emergency Procedures

Employee Evacuation Procedure

In advance, all building personnel should:

1. Read and understand this evacuation plan.
2. Recognize the sound of the evacuation alarm.
3. Know at least two ways out of the building from their regular work space.

When you hear the evacuation alarm or are told to evacuate the building:

DO NOT IGNORE THE ALARM OR INSTRUCTION

1. **Remain CALM.**
2. **Immediately SHUT DOWN ANY HAZARDOUS OPERATIONS.**
   - A hazardous operation is anything that can contribute to or increase the dangers of an emergency by being left unattended.
3. **EXIT THE BUILDING, regardless of the reason the alarm sounded (real, accidental, or drill).**
   - Do NOT use elevators during an active alarm; only use the designated stairways.
   - Classes in session MUST be dismissed, with faculty and students exiting to the designated evacuation area/assembly point.
   - Take: Car Keys, Purse, Briefcase, Medicines
     - Do not attempt to take large or heavy objects.
   - **WHEN EXITING:**
     - Advise and direct any other people to exit the building.
     - Assist or accompany anyone who is immobile or physically impaired.
       - If you are unable to assist, note their location and disability, exit the building, and inform the Floor Warden, Emergency Facilitator and/or emergency responders of his/her location.
     - If someone absolutely refuses to leave the building, note their location, continue to exit the building and inform the Floor Warden, Emergency Facilitator and/or emergency responders of his/her location.
     - Shut all doors behind you as you go. Closed doors can slow the spread of fire, smoke, and water.
       - When practical, lock doors as you leave to secure property and sensitive information.
     - Check work areas to ensure that all others are leaving as instructed.
       - However, the Floor Warden, or other assigned person, is responsible for ensuring all individuals on their respective floor have evacuated.

Once you have exited the building:

NOTE: ALL BUILDING PERSONNEL MUST CHECK-IN WITH THE EVACUATION AREA COORDINATOR.

1. Do not go back into the building for any reason.
2. Proceed to the designated emergency evacuation assembly point and **check in** with the Evacuation Area Coordinator.
3. If the designated assembly point/area is unsafe or blocked due to the emergency, proceed to an alternate assembly point.
4. Return to the building only after emergency officials or building monitors give the all-clear signal. Silencing the alarm doesn't mean the emergency is over.

Reentering the Building

1. Once the all-clear is given by emergency personnel, the Emergency Facilitator will communicate to the Evacuation Area Coordinator that the all clear has been given.
2. The Evacuation Area Coordinator will then release those in the evacuation zone and allow them to reenter the building.

The building will be evacuated for the following conditions:

- fire
- explosion
- chemical spill
- earthquake
- power outage
- bomb threat

The following emergency may require sheltering in place:

- active shooter (when shooter is **in other buildings**/locations or their **location is uncertain**)

The following emergency may require evacuating:

- active shooter (when shooter is **in the building** and it's possible to escape safely; may be based on individual judgment and initiative rather than in response to a formal evacuation)

Evacuation: Procedures to Assist People with Disabilities

The following guidelines should be considered when assisting persons with disabilities in an evacuation. Building personnel should familiarize themselves with these procedures.

- **FIRST:** Ask aloud if anyone requires assistance.
- **SECOND:** Communicate the nature of the emergency to those requiring assistance.
- **THIRD:** Ask how they would like to be assisted.
- **FOURTH:** Keep mobility aids or service animals with persons, if possible.

Visually Impaired Persons

In the event of an emergency or building evacuation –

- Tell the person what the nature of the emergency is and offer to guide him/her to the nearest exit.
- Have the person take your elbow and escort him/her (this is the proper method when acting as a "sighted guide") advising of any obstacles, such as stairs, narrow passageways, or overhanging objects.
- When you have reached safety, orient the person to where he/she is and ask if further assistance is needed.

Deaf and Hard of Hearing Persons

To warn an **individual** of an emergency –

- It is best to get the person's attention with a gesture or a light tap on the arm or shoulder.
- Write a note indicating what the emergency is and the nearest evacuation route.
  Example: *Fire—go out back door, turn right, and go down and exit the building now!*
- Use simple gestures to indicate that the person should come with you.
- It is always best to personally escort people with disabilities from the building.

To warn a **group** of an emergency –

- Try and get the group's attention by flashing the room lights on and off – then gesture to indicate that the group should come with you.
- If there is a whiteboard write a note that all can see, indicating what the emergency is.

Persons Using Crutches, Canes, or Walkers

- Ask the person what method of assistance they prefer.
- Check for the availability of an evacuation chair and always evacuate mobility aids with the person, if possible.
- If an evacuation chair is not available, other carry methods include: the two-handed seat, the four–handed seat, or the human crutch.

Persons Using Wheelchairs

Unless necessary due to an imminent danger, do not lift an individual in a wheelchair. There is too much risk for both the lay rescuer and the non-ambulatory person. In addition, wheelchairs have many movable or weak parts that are not constructed to withstand the stress of lifting. Instead, move the person to an area of refuge and notify a first responder.

If it is necessary to move a person in a wheelchair before a first responder can reach them or if they request assistance and you feel equipped to provide it, use these guidelines.

When assessing your ability to evacuate a person using a wheelchair -

- Ask the individual what type of assistance they prefer and how they would like to be moved.
  - Note that some people have minimal ability to move, little upper body strength, and little neck strength so that lifting them is dangerous to their well-being.

When assessing the urgency or appropriate areas of refuge, remember:

- Some people using wheelchairs have respiratory complications making it important to remove them from smoke or fumes immediately.

Methods for Moving Persons Using Wheelchairs

If the person wants to be moved **in their wheelchair**, keep the following in mind:

- They should be moved down stairs in a forward-facing position.
- Two people should assist on a staircase; one in the back and one in the front. If possible, a third person should act as a "spotter."
- Wheelchairs have many moveable or weak parts.
- Some people have no upper trunk or neck strength, so move them with caution.
- Power wheelchairs have heavy batteries; an evacuation chair may be needed and the wheelchair retrieved later.
- A seat belt should be used, if available.
- Remember, in the event of an emergency the elevators will not be a viable option to move an individual that is in a wheelchair.

If the person prefers to be **removed from their wheelchair** for evacuation, ask for the individuals' preferences for the following:

- Ways of being removed from the wheelchair.
- Whether to move extremities or not.
- Whether to move forward or backwards down stairs.
- Whether a seat cushion or pad should be brought.
- What is necessary for aftercare.
- NOTE: Power wheelchairs have heavy batteries; an evacuation chair may be needed and the wheelchair retrieved later.

If you have moved a person without their wheelchair or mobility aids, note the location of these so that they may be retrieved as soon as possible.

Using an Evacuation Chair

If an evacuation chair is to be used, make sure the directions are read and followed to avoid injuries to the individual and to yourself.

Evacuation Chair Locations

Second Floor: In the small corridor between Student Health Services and classroom (I4-213).

Third Floor: At the top of the staircase closest to EOPS.

How to Use an Evacuation Chair

Evacuation chairs are specially constructed for evacuating non-ambulatory persons from multi-level facilities. Most designs enable 1 or 2 assistants to control movement down stairs without lifting.

- Use an evacuation chair if you feel prepared to do so.
  - Do not make an emergency situation worse. Consider your options and the risks of injuring yourself and others in an evacuation attempt. Your first option is always to move the person to an area of refuge.
- Before attempting to transfer a person to an evacuation chair:
  - Ask the person how you can help transfer them to the evacuation chair.
  - Ask them if they have any special condition you should be aware of.
  - Discuss how you intend to lift them and where you are going before you begin.

Assisting those with Unobservable Disabilities

Be alert for those who may have unobservable disabilities such as:

- A learning or psychological disability
- Arthritis
- Asthma
- Cardiac conditions
- Chronic back problems

Inform them of:

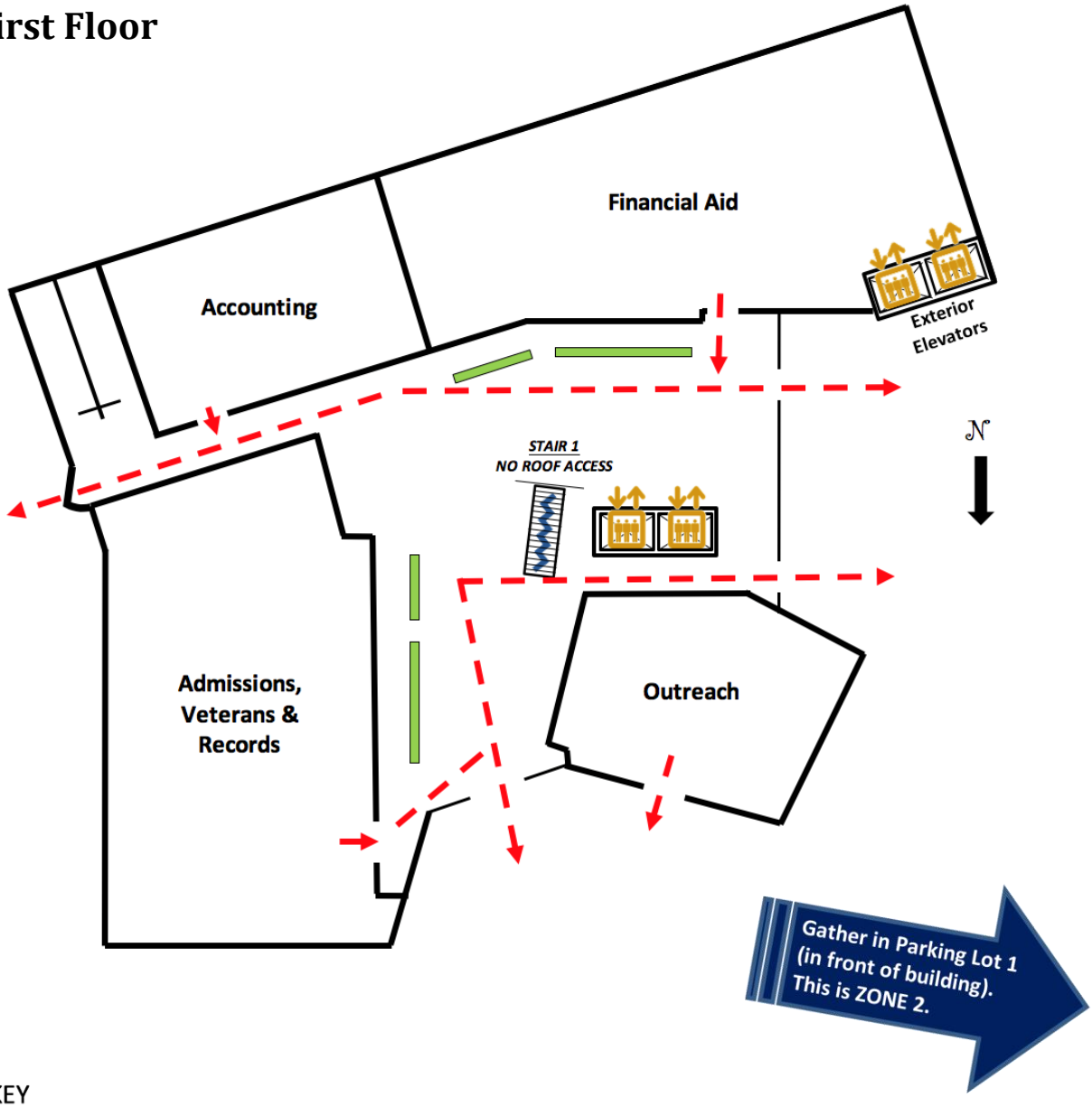
- Evacuation routes
- Who will assist them
- Areas of refuge where they can wait for assistance

Prepare before an evacuation:

- Departments should ask if any employees will or may require assistance in an evacuation. Employees may choose to share this on a voluntary basis.
- Establish a buddy system for those known to require assistance.

Evacuation Routes

Evacuation Route
First Floor



KEY

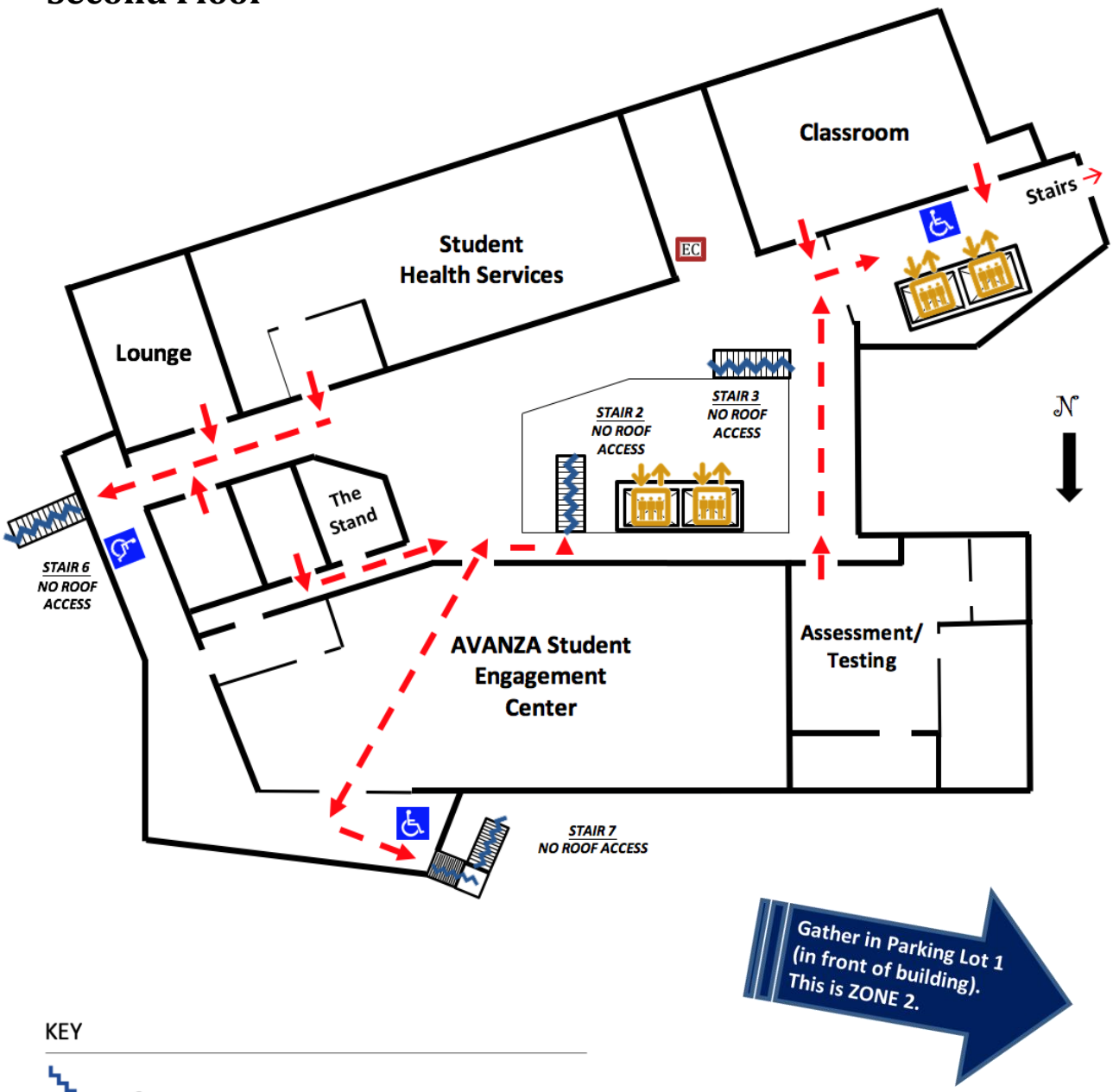
STAIRS

ELEVATOR

EXIT ROUTE

FIRE ALARM IS IDENTIFIED BY AN ELECTRONIC HORN AND STROBE LIGHTS

Evacuation Route
Second Floor

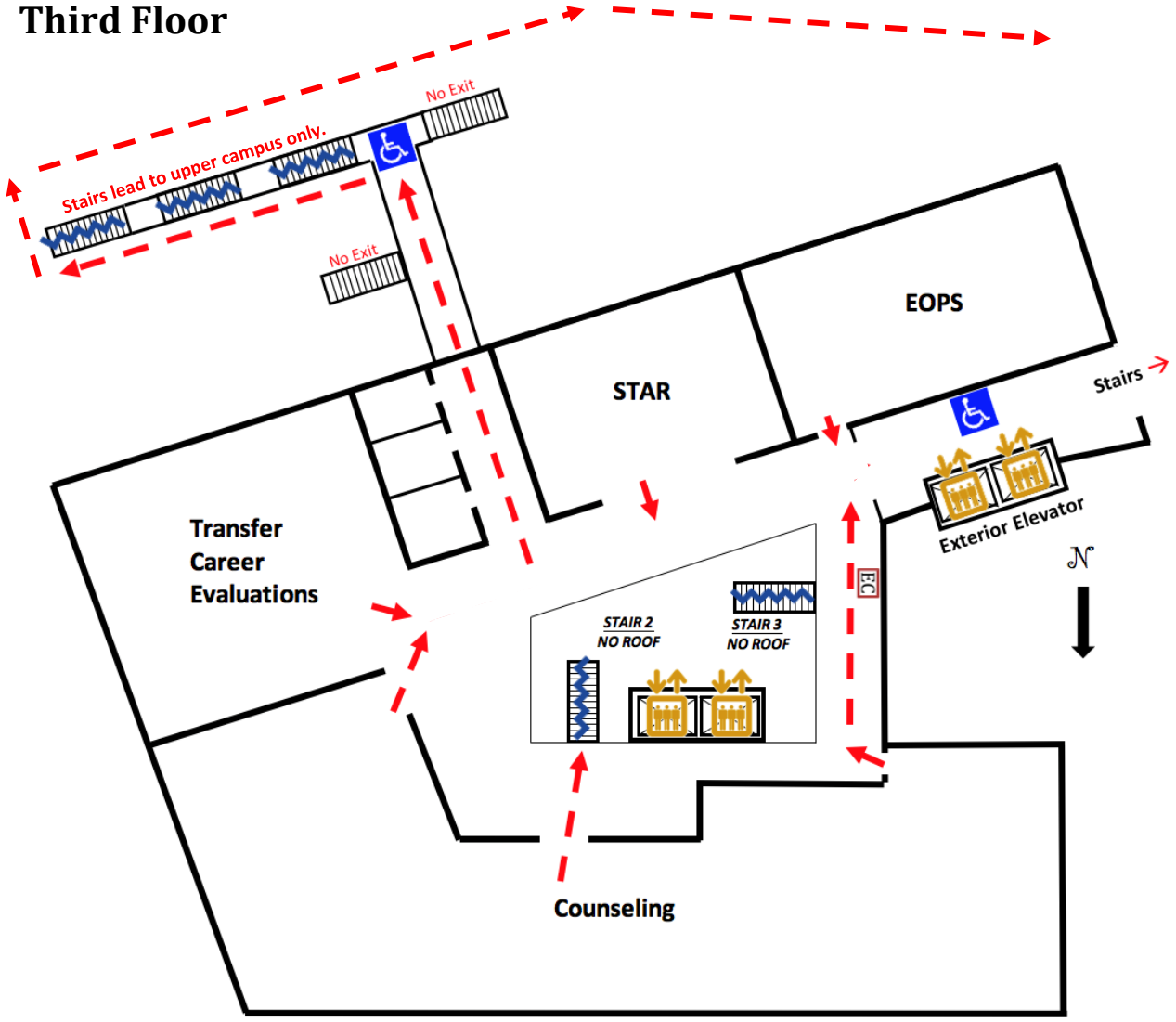


KEY

- STAIRS
- ELEVATOR
- EXIT ROUTE
- EC — EVACUATION CHAIR
- AREA OF REFUGE OR RESCUE ASSISTANCE

FIRE ALARM IS IDENTIFIED BY AN ELECTRONIC HORN AND STROBE LIGHTS

Evacuation Route
Third Floor



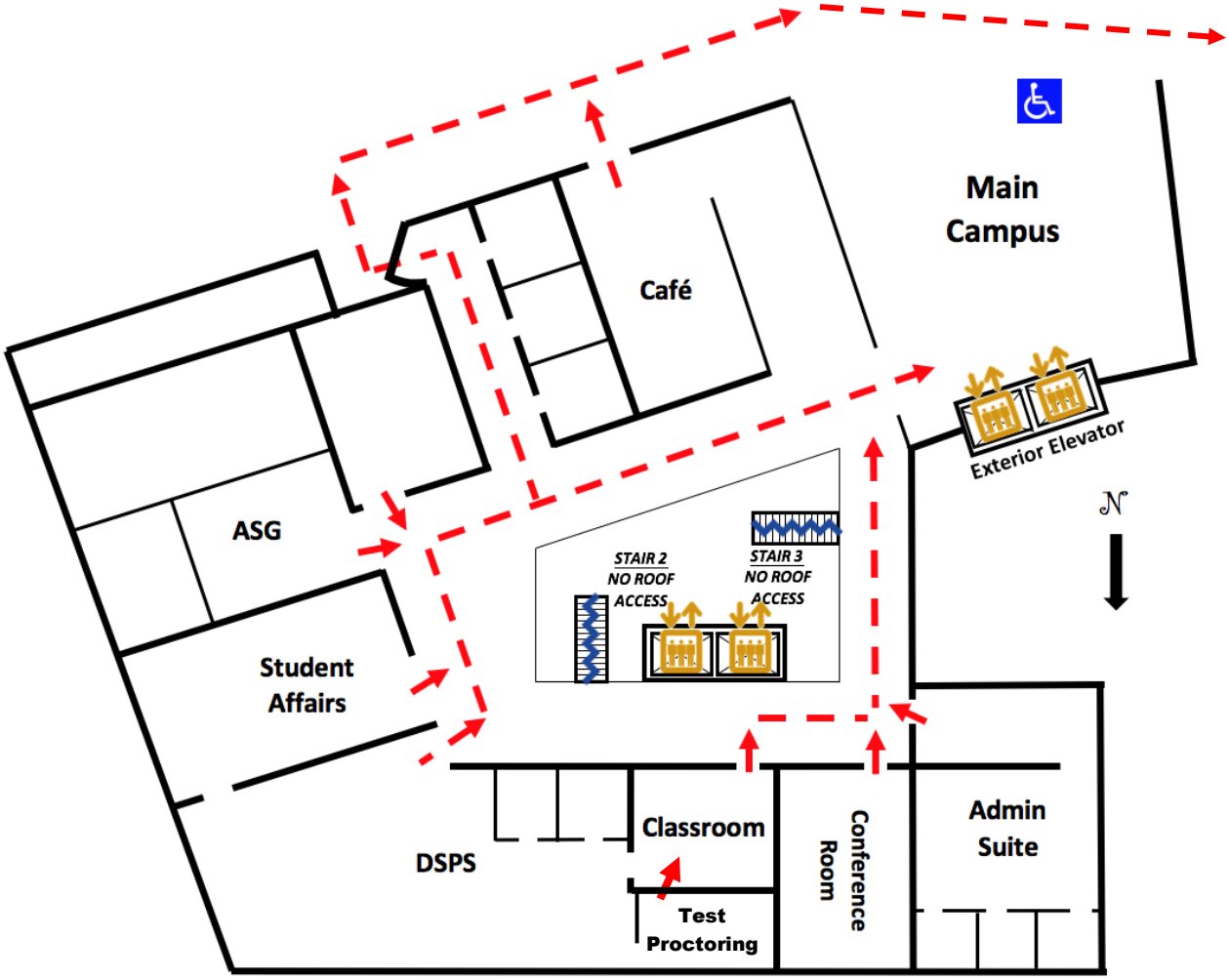
KEY

- STAIRS
- ELEVATOR
- EXIT ROUTE
- EC — EVACUATION CHAIR
- AREA OF REFUGE OR RESCUE ASSISTANCE

FIRE ALARM IS IDENTIFIED BY AN ELECTRONIC HORN AND STROBE LIGHTS

Gather in Parking Lot 1 (in front of building). This is ZONE 2.

Evacuation Route
Fourth Floor



Gather in Parking Lot 1 (in front of building). This is ZONE 2.

KEY

- STAIRS
- ELEVATOR
- EXIT ROUTE
- AREA OF REFUGE OR RESCUE ASSISTANCE

FIRE ALARM IS IDENTIFIED BY AN ELECTRONIC HORN AND STROBE LIGHTS

Emergency Response Procedures

Immediate Incident Response

- Assess your own safety and act accordingly.
- Act to protect lives first, then physical property.
- If needed, ask for help from a co-worker or another person in the area.

First Call Made		
Type of Incident	When to Call	Who to Call
Fire	When too large for a fire extinguisher to handle.	College Police Dispatch: 619-388-6405 *and/or* Fire Department: 9-911
Serious Injury*	When the injury is serious and requires more than first aid.	College Police Dispatch: 619-388-6405 *and/or* Fire Department: 9-911
Structure/Utility Damage	When the emergency relates to the building, equipment, water, or electrical.	Facilities Call Center: x6422

Second Call Made	
Timing of Incident	Who to Call
During Working Hours	Vice President, Student Services x2678 --or-- Dean, Student Development, x2896 --or-- Dean, Student Affairs, x2699 --or-- Dean, Student Success and Equity, x5940
After Hours (after 5:00 pm)	College Police Dispatch: 619-388-6405

*__Serious injuries__ would include the following: death, amputation, concussion, loss of consciousness, heart attack, stroke, crushing (internal injuries), fracture, burn, laceration requiring stiches or having significant bleeding.

Calls should be made for all indicated incidents. For injuries to either students or staff complete the appropriate form (see Appendix) and send it to your supervisor.

Emergency Procedures for Specific Types of Incidences

Fire

If a fire occurs in your area or the alarm is activated:

1. Remain calm.
2. If needed, call College Police x6405, or push the button on the red emergency box, or dial 911.
3. If the fire is small, attempt to put it out with a fire extinguisher. Do not jeopardize your personal safety.
4. Never allow the fire to come between you and an exit.
5. Disconnect electrical equipment that is on fire if it is safe to do so (pull the plug or throw the circuit breaker) or perform any emergency shutdown procedures.
6. Evacuate your area if you are unable to put out the fire. Close doors and windows behind you to confine the fire. Go to a designated area (see map).
7. Notify your supervisor of the location and extent of the fire.
8. Do not break windows. Oxygen feeds a fire.
9. Do not open hot doors. Before opening any door, touch near the top. If the door is hot or if smoke is visible, do not open the door.
10. Do not use elevators during an evacuation.
11. Do not attempt to save possessions at the risk of personal injury.
12. Do not return to the area until cleared by emergency personnel.

All fires, no matter how small, must be reported to a supervisor.

Explosion

1. Remain calm.
2. Be prepared for possible further explosions.
3. If needed, call College Police x6405, or push the button on the red emergency box, or dial 911.
4. Crawl under a table or desk.
5. Stay away from windows, mirrors, overhead fixtures, filing cabinets, bookcases, and electrical equipment.
6. If an evacuation is ordered, go to the designated area (see map).
7. Do not move seriously injured persons unless they are in obvious, immediate danger (of fire, building collapse, etc.).
8. Inform the Emergency Facilitator, Floor Warden, or emergency responders of the materials involved in the explosion, if known.
9. Open doors carefully. Watch for falling objects.
10. Do not use elevators.
11. Do not use matches or lighters.
12. Avoid using telephones.
13. Do not spread rumors.

Chemical Events; Spills and Fires

If a **chemical spill** occurs within the building:

1. If toxic chemicals come in contact with your skin, immediately flush the affected area with clean water. Use chemical shower if available.
2. Notify your supervisor of the extent and location of the spill.
3. If there is any possible danger, evacuate your area and contact the school Administrator.

If a **chemical fire** occurs within the building:

1. Remain calm.
2. If needed, call College Police x6405, or push the button on the red emergency box, or dial 911.
3. If the fire is small, attempt to put it out with a chemical fire extinguisher. Do not jeopardize your personal safety.
1. Never allow the fire to come between you and an exit.
2. Notify your supervisor of the location and extent of the fire.
3. Evacuate your area if you are unable to put out the fire. Close doors and windows behind you to confine the fire. Go to a designated area (see map).
4. Do not break windows. Oxygen feeds a fire.
5. Do not attempt to save possessions at the risk of personal injury.
6. Do not return to the area until cleared by emergency personnel.

All chemical spills and fires, no matter how small, must be reported to a supervisor.

Power Outage

If a power outage occurs:

1. Remain calm.
2. Provide assistance to visitors and staff in your immediate area.
3. If you are in an unlighted area, proceed cautiously to an area that has emergency lights.
4. If you are in an elevator, stay calm. Use the intercom or the emergency button to notify building security.
5. If instructed to evacuate, go to the designated area (see map).
6. Secure the building from vandalism, intrusion, and fire.

Earthquake - DROP, COVER, AND HOLD!

In the event of an earthquake:

1. Remain calm.
2. Stay in the building. Immediately drop to the floor and take cover under a sturdy piece of furniture like a strong desk or table, try to make yourself as small as you can to avoid having debris fall on top of you.
3. Stay away from windows, mirrors, overhead fixtures, filing cabinets, bookcases, and electrical equipment
4. Do not attempt to leave the building while the earthquake is happening, as there could be falling debris, shattering glass, exit stairwells may have collapsed or be jammed with people.

After the earthquake has stopped:

1. Remain alert for aftershocks.
2. Assist those who have been trapped or injured by falling debris or glass, for example. Do not move seriously injured persons unless they are in obvious, immediate danger (of fire, building collapse, etc.).
3. Evacuate the building if safe to do so. Do not re-enter until the building has been declared structurally sound.
4. Once evacuated, go to the designated evacuation point (see map).
5. Listen to local radio stations for instructions.
6. Do not use the telephone, except in a real emergency. The lines should be kept free for emergency rescue operations.

Bomb Threat, Phone Threat, Mail Threat, or Suspicious Object

If you receive a telephone threat:

1. Remain calm.
2. Record the phone number that appears on the phones caller ID system.
3. Listen carefully. Be polite and show interest. Try to keep the caller talking so you can gather more information.
4. If possible, signal a colleague to inform administration for you or call yourself as soon as the caller hangs up.
5. Call College Police at x6405.
6. Promptly complete a **telephone threat report**, writing down as many details as you can remember. This information will be needed by the police interviewers.
7. Do not discuss the threat with other staff.
8. If evacuation is ordered, go to a designated area (see map).

If you receive a **written threat** or a **suspicious package** or if you find a **suspicious object** anywhere on the premises:

1. Keep anyone from handling it or going near it.
2. Notify your supervisor immediately.
3. Call College Police at x6405.
4. Promptly write down everything you can remember about receiving the letter or package, or finding the object. This information will be needed by the police interviewers.
5. Remain calm. Do not discuss the threat with other staff members.
6. If evacuation is ordered, go to the designated area (see map).

Active Shooter

When there is an active shooter <u>in the Student Services Center</u>, follow these procedures.

First and foremost, **RUN**.

1. If you can get out, do; always try to escape or evacuate.
2. Encourage others to come with you, but do not let others slow you down with indecision.
3. Leave belongings behind.
4. Once outside of the building and out of the line of fire, call 911. Try to prevent others from entering the danger zone.

If you cannot get out safely you need to **HIDE**.

1. Act quickly and quietly, and secure the room you're in the best you can.
2. Lock the door.
3. Turn out the lights.
4. Turn off your cell phone's ringer and vibrate mode.
5. Hide behind large objects.
6. Remain quiet and calm.

   The hiding place should:

   - Be out of sight.
   - Provide protection if shots are fired.
   - Not trap or restrict your option for movement.

As a last resort, and only if your life is at risk, **FIGHT**.

1. Act with aggression.
2. Attempt to incapacitate the shooter.
3. Improvise weapons.
4. COMMIT to your actions.

When there is an active shooter <u>on campus or in other buildings,</u> all buildings should go into lockdown.

1. Everyone in hallways or open areas must seek shelter in the nearest room.
2. Lock and barricade doors.
3. Close windows and window treatments.
4. Turn off lights.
5. Everyone is to remain quiet (quietly contact 911) and do not enter hallways or open areas.
6. Crouch down in areas that are out of sight from doors and windows.
7. Should the fire alarm sound, **do not evacuate** the building unless:
   - You have firsthand knowledge that there is a fire in the building, or
   - You have been advised by police/security to evacuate the building, or
   - There is imminent danger in the immediate area.
8. Do not leave the classroom or office until there is an announcement by the building administrator (or designee) and/or the police.

Emergency Medical Procedures for Staff and Students

Medical Emergencies: Staff

If a staff member or volunteer is seriously ill or injured:

1. Notify your supervisor immediately.
2. If needed, call College Police x6405, or push the button on the red emergency box, or dial 911.
3. Render the minimum first aid necessary and decide what additional treatment is required (call Fire Department, paramedics, ambulance, other).
4. Do not attempt to move a person who has fallen and who appears to be in pain.
5. Avoid unnecessary conversation with or about the ill or injured person. You might add to the person's distress or fears, increasing the risk of medical shock. Limit your conversation to quiet reassurances.
6. After the person has been taken care of and the incident is over, remain available to help the supervisor with pertinent information for a medical report or, if applicable, a Workers' Compensation report.
7. Contact Personnel for any questions concerning Workers' Compensation.

Medical Emergencies: Students

When an employee observes a student or visitor who appears to be ill or injured:

1. Notify your supervisor immediately.
2. If needed, call College Police x6405, or push the button on the red emergency box, or dial 911.
3. Render the minimum first aid necessary and decide what additional treatment is required (call Fire Department, paramedics, ambulance, other).
4. Do not attempt to move a person who has fallen and who appears to be in pain.
5. Avoid unnecessary conversation with or about the ill or injured person or members of his/her party. You might add to the person's distress or fears, increasing the risk of medical shock. Limit your conversation to quiet reassurances.
6. Do not discuss the possible causes of an accident or any conditions that may have contributed to the cause.
7. Under no circumstances should an employee or volunteer discuss any insurance information with members of the public.
8. After the person has been taken care of and the incident is over, remain available to help the supervisor with pertinent information for a Student Accident Report (see appendix).

Facilities: Locations of Emergency Systems

Building: Student Services Center, I-400

Main Utilities

Utility	Location		
Generator	Outside	First Floor	In shed (east side) behind Admissions
Main Water Shut-Off Valve	Inside	I4-307	Janitor's closet
Sprinkler Shut-Off Valve	Outside	First Floor	In exterior closet nearest bathrooms
Irrigation System Valves	Outside	Multiple Loc	In green ground-level boxes
Main Electrical Breaker	Outside	I4-414	In exterior closet near Terrace Café
Main Gas Shut-Off Valves	Inside	I4-307	Janitor's closet behind water heaters; individual shut-offs in bathrooms
Cooling System Controls	Outside	Roof	Handler 1: Metal hut
	Outside	First Floor	Handler 2: Closet west of exterior elevators
Heating System Controls	Outside	Ground Floor	Closet west of exterior elevators
Communications Room	Inside	I4-404	Corridor outside of Accounting

Fire Alert and Suppression Systems

Fire Equipment	Location		
Fire Fighters Control Panel	Inside	First Floor	Lobby outside of Outreach
Fire Alarm Panel	Inside	I4-404	Corridor near of Accounting
Fire Alarm Pull Boxes and ABC Fire Extinguishers	Inside	All Floors	See the "Location Emergency Systems" maps for their precise locations.
Fire Department Valves (Standpipes)	In/Outside	All Floors	Located near the elevators on each floor & in a closet to the left of the exterior elevators
Main Fire Department Connection/Standpipe	Outside	Ground Floor	Located in parking lot median across from the east-side shed.
Fire Riser	Outside	First Floor	In exterior closet nearest bathrooms

First Aid Kits

- A first aid kit is located in each department.

AED

- **First Floor**: Located to the east of the Accounting office toward the bathroom corridor.
- **Second Floor**: Located in Student Health Services.
- **Third Floor**: Located on the western wall across the hallway from the interior elevators.

Evacuation Chairs

- **Second Floor (1 Chair)**: In corridor between classroom I4-213 and Student Health.
- **Third Floor (1 Chair)**: At top of the staircase nearest EOPS.

Public Address System

- Emergency announcements will be made by a building manager or their designee.
- To make an announcement using any desk phone, dial x2985, press 00 and speak. When finished, hang up.

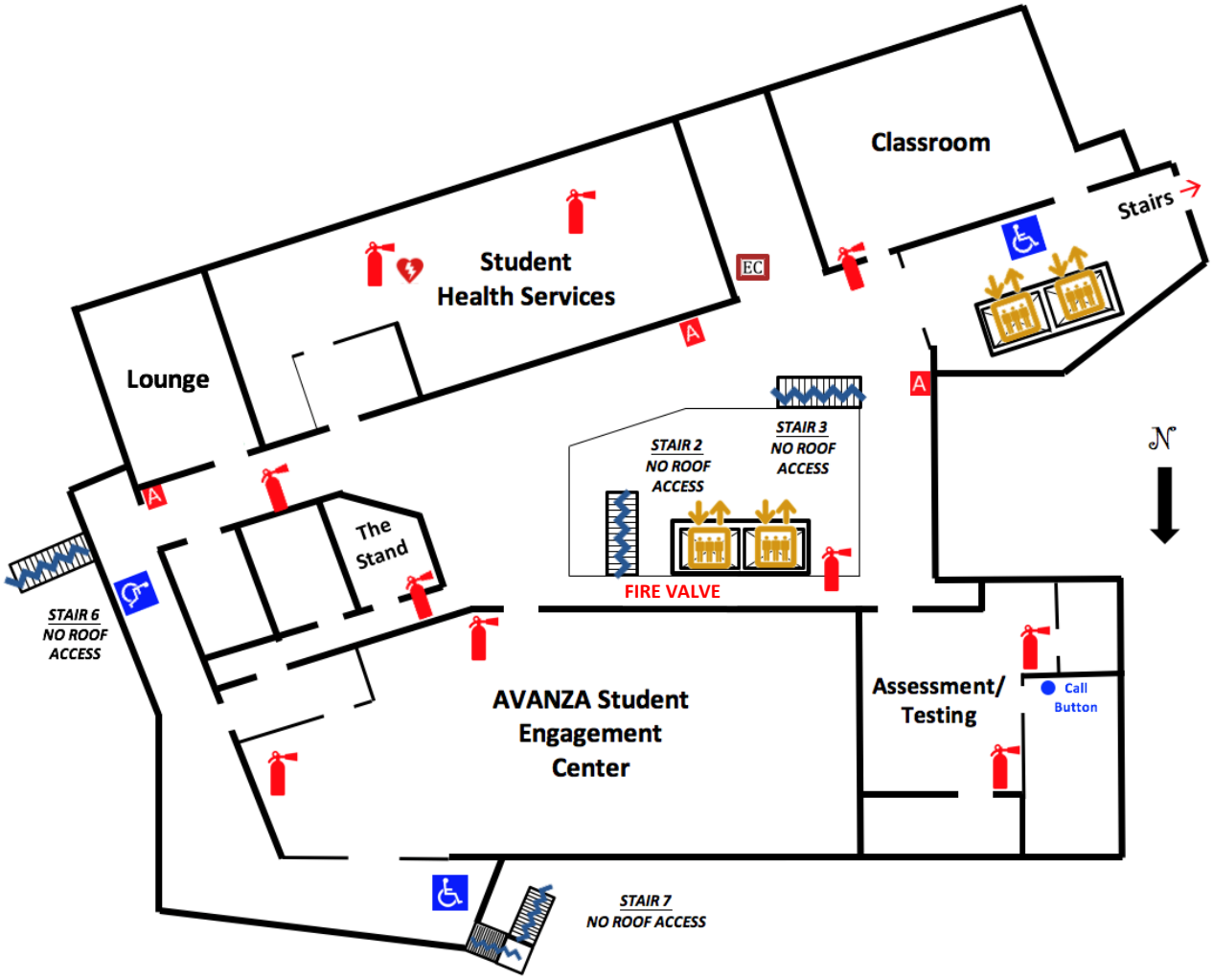
Location of Emergency Systems
First Floor

KEY

- STAIRS
- ELEVATOR
- EXIT ROUTE
- AED
- FIRE EXTINGUISHER
- ALARM PULL

FIRE ALARM IS IDENTIFIED BY AN ELECTRONIC HORN AND STROBE LIGHTS

Location of Emergency Systems
Second Floor



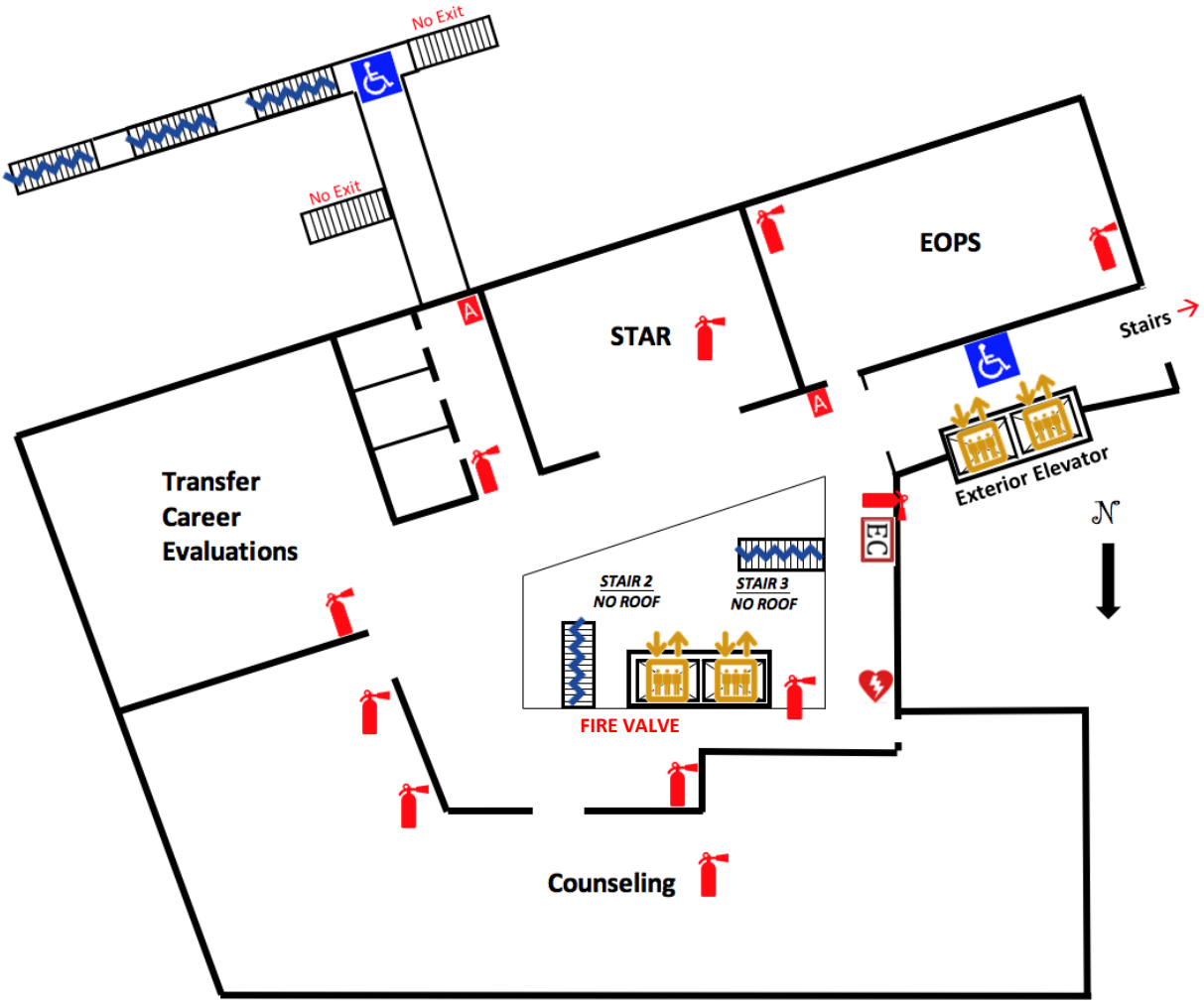
KEY

- STAIRS
- ELEVATOR
- AED
- FIRE EXTINGUISHER
- A — ALARM PULL
- EC — EVACUATION CHAIR
- AREA OF REFUGE OR RESCUE ASSISTANCE

FIRE ALARM IS IDENTIFIED BY AN ELECTRONIC HORN AND STROBE LIGHTS

Set Radios to channel 7 2

Location of Emergency Systems
Third Floor

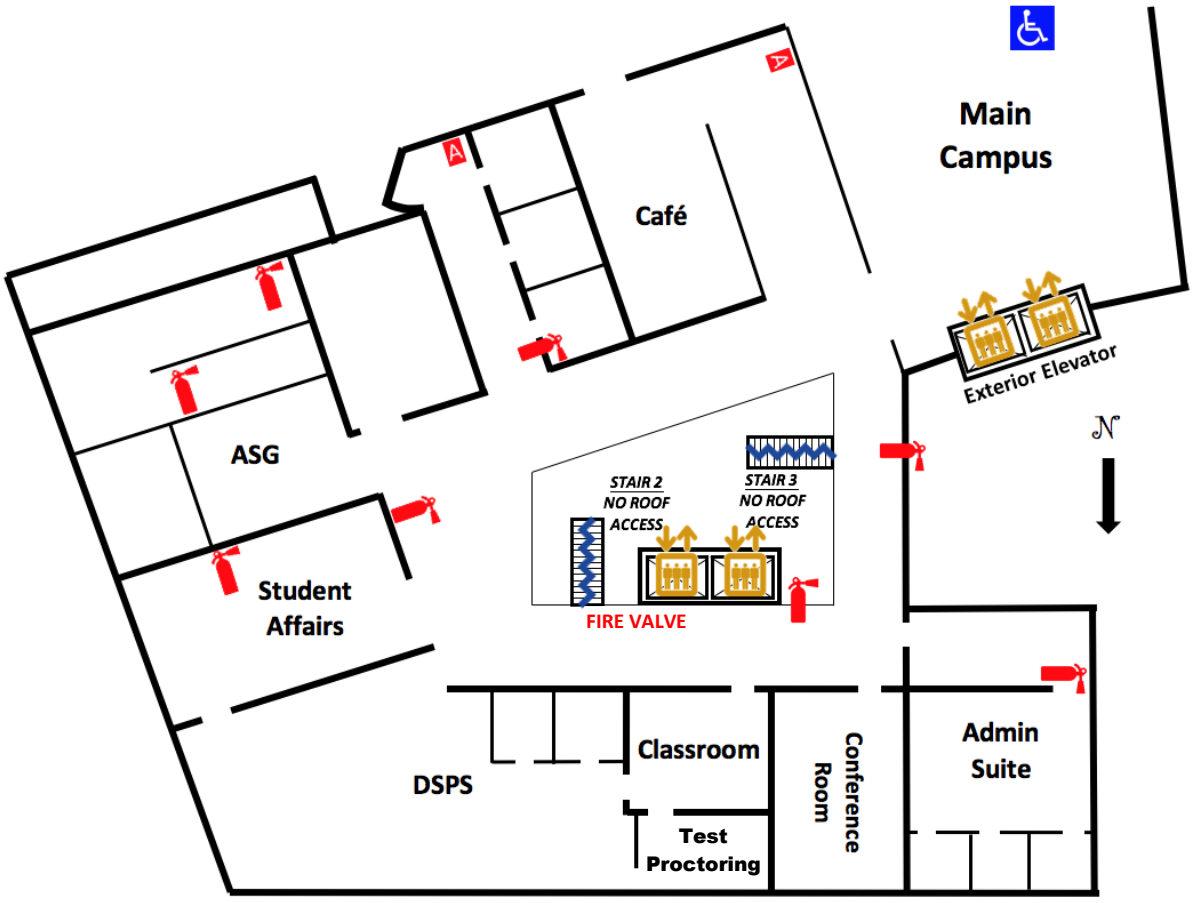


KEY

- STAIRS
- ELEVATOR
- AED
- FIRE EXTINGUISHER
- ALARM PULL
- EVACUATION CHAIR
- AREA OF REFUGE OR RESCUE ASSISTANCE

FIRE ALARM IS IDENTIFIED BY AN ELECTRONIC HORN AND STROBE LIGHTS

Location of Emergency Systems
Fourth Floor



KEY

- STAIRS
- ELEVATOR
- FIRE EXTINGUISHER
- ALARM PULL
- AREA OF REFUGE OR RESCUE ASSISTANCE

FIRE ALARM IS IDENTIFIED BY AN ELECTRONIC HORN AND STROBE LIGHTS

Emergency History Record

In the space below, describe **emergencies which have occurred**. Include the date, the location within the building, the number of materials affected, recovery procedures, and the resources (time, money, personnel, etc.) needed for complete recovery from the emergency. Also note any vendors or suppliers used in recovery actions and evaluate their performance for future reference. This section should be updated after any emergency occurrence.

Emergency Incident Record					
Date		Building	SS Center/I-400	Location	
Materials Affected					
Recovery Procedures					
Recovery Resources	Type			Cost	
	Vendor(s)			Vendor Evaluation	

Emergency Incident Record					
Date		Building	SS Center/I-400	Location	
Materials Affected					
Recovery Procedures					
Recovery Resources	Type			Cost	
	Vendor(s)			Vendor Evaluation	

Emergency Incident Record					
Date		Building	SS Center/I-400	Location	
Materials Affected					
Recovery Procedures					
Recovery Resources	Type			Cost	
	Vendor(s)			Vendor Evaluation	

Locations Where This Plan Is on File

	NAME	LOCATION	NAME	LOCATION
DEPARTMENT WORK ROOM LOCATIONS	Accounting	I4-106A	EOPS	I4-309
	Admissions	I4-102	STAR	I4-308B
	Financial Aid	I4-107L	Transfer/Career/Evaluation	I4-306A
	Outreach	I4-101A	Administrative Suite	I4-401
	Veterans	I4-102	ASG	I4-409
	Assessment/Testing	I4-201C	DSPS	I4-405B
	AVANZA	I4-203B	Student Affairs	I4-408
	Student Health Services	I4-201	Terrace Café	I4-412
	Counseling	I4-301P		
CLASSROOMS	Classroom (Classroom Edition)	I4-207	Classroom (Classroom Edition)	I4-404
	Classroom (Classroom Edition)	I4-213		
INDIVIDUAL OFFICES	President's Office	A-104	AVANZA Supervisor	I4-203A
	VPA's Office	A-102	Student Health Services Dir.	I4-211E
	VPSS's Office	I4-401A	Counseling Chair's Office	I4-303B
	Facilities	J-107	Counseling Supervisor's Office	I4-303H
	Accounting Supervisor	I4-106D	EOPS Director's Office	I4-309F
	Admissions Director	I4-102G	STAR Director's Office	I4-308C
	Admissions Supervisor	I4-102F	TCE Supervisor's Office	I4-306D
	Financial Aid Director	I4-107I	SA Dean's Office	I4-408B
	Financial Aid Supervisor	I4-107A	SD Dean's Office	I4-401C
	Outreach/Assessment Supervisor	I4-101D	SSE Dean's Office	I4-401B
	Veterans Supervisor	I4-102H	DSPS Coordinator's Office	I4-405G
SS CENTER SAFETY LEADERSHIP TEAM	Emergency Facilitator	I4-401A	Lead Floor Warden 2nd Floor	I4-211E
	Evacuation Area Coordinator	I4-401C	Co-Floor Warden 2nd Floor	I4-203A
	Area Evac Coordinator Back-Up	I4-408B	Lead Floor Warden 3rd Floor	I4-303H
	Area Evac Coordinator Back-Up	I4-401B	Co-Floor Warden 3rd Floor	I4-306
	Lead Floor Warden 1st Floor	I4-101D	Co-Floor Warden 3rd Floor	I4-303B
	Co-Floor Warden 1st Floor	I4-107C	Lead Floor Warden 4th Floor	I4-405G
			Co-Floor Warden 4th Floor	I4-405C

Table of Appendices

SAN DIEGO MESA COLLEGE | CLASSROOM EMERGENCY QUICK GUIDE

College employees play an important role in guiding students in the event of an emergency. The information below is intended to assist faculty with emergency preparedness in a classroom or laboratory, and the following information should be reviewed with students at the beginning of each semester.

✓ **BUILDING EVACUATION ROUTES AND EVACUTATION ASSEMBLY POINTS**

- Evacuation routes and the evacuation assembly point should be posted in this room and may also be reviewed on the Safety and Student Services webpages. The evacuation routes for each floor are located next to the elevators. When evacuating, assemble outside the building as directed by safety personnel.
  - *** The current evacuation point is the parking lot in front of the Student Services Center (Zone 2). All building personnel must check in with the Evacuation Area Coordinator upon arrival.**

✓ **BUILDING DOORS AND WINDOWS**

- Become aware of how building doors and windows operate. In the event of an alarm, some doors in the building may automatically close.

✓ **EMERGENCY COMMUNICATION**

- Dial (619) 388-6405 or any button on the emergency panel (red) and you will be connected to College Police dispatch. Or, call 9-9-1-1 from any campus phone for emergencies.

✓ **EMERGENCY NOTIFICATION**

- Information about a campus/building emergency will be initiated as soon as the situation allows and may be communicated using a variety of methods, including text message, outdoor/indoor loud speakers, Mesa's home page (http://www.sdmesa.edu/), Facebook, Twitter, or recorded on the main school phone line (619) 388-2600.
- **Sign up to receive emergency notification via text message through WebAdvisor at webadvisor.sdccd.edu.**

WHAT TO DO DURING A DRILL OR AN ACTUAL EMERGENCY

✓ **BUILDING ALARM** - EVACUATE

✓ **FIRE** - EVACUATE

✓ **POWER OUTAGE** – EVACUATE IF INSTRUCTED TO DO SO

✓ **EARTHQUAKE** – DROP, COVER, AND HOLD ON UNDER A DESK OR AGAINST AN INSIDE WALL

- PROTECT HEAD AND NECK

✓ **HAZARDOUS MATERIAL RELEASE (INDOORS)** - EVACUATE

✓ **HAZARDOUS MATERIAL RELEASE (OUTDOORS)** – SHELTER IN PLACE

✓ **EVACUATION PROCEDURES**

- Secure any hazardous materials or equipment before leaving.
- Take personal belongings.
- Evacuate using the nearest exit.
- WALK – DO NOT RUN. DO NOT USE ELEVATORS.
- Assist individuals with disabilities.
- Assemble at your evacuation assembly point unless otherwise instructed.
- Provide emergency personnel with relevant information.
- Remain at the evacuation assembly point and do not re-enter building until authorized by emergency personnel.

✓ **SHELTER IN PLACE PROCEDURES**

- Stay inside the building and proceed to a safe place.
- If you are in a room with a door, make sure the door is closed and locked.
- Silence cell phones.
- If you are in a room with a window, make sure the window is closed.
- Remain where you are until given further direction from emergency personnel.

✓ **ACTIVE SHOOTER / VIOLENT INTRUDER**

- Shelter in place or evacuate if safe to do so. NOTE: Shelter in place and evacuation procedures are different for this type of situation.

SDMC Building Emergency Evacuation Plan (BEEP)
Observation Report

DATE		**OBSERVER**				
FLOORS OBSERVED		☐ **FIRST**	☐ **SECOND**	☐ **THIRD**	☐ **FOURTH**	**EVAC ZONE** ☐
DID ALARM SOUND? IF SO, TIME _____		☐ **YES** ☐ **NO**	**TIME BUILDING EVACUATED**			
DID YOU HAVE TROUBLE HEARING THE ALARM? Y/N		☐ **YES** ☐ **NO**	**DID ALL CORRIDOR DOORS CLOSE? Y/N**			
WERE THERE ANY CORRIDOR OBSTRUCTIONS? IF SO, DESCRIBE.						
EMPLOYEE RESPONSE						
☐ **GOOD**	☐ **SLOW**	☐ **BAD**	☐ **NONE**			
EMPLOYEE ATTITUDE						
☐ **GOOD**	☐ **SLOW**	☐ **BAD**	☐ **NONE**			
WERE EMPLOYEES CONFUSED?			**WERE ALL STUDENTS/PUBLIC ORDERLY EVACUATED?**			
☐ **YES**	☐ **NO**	☐ **SOMEWHAT**	☐ **YES**	☐ **NO**	☐ **SOMEWHAT**	
WERE CLASSES DISMISSED?			☐ **YES**	☐ **NO**		
PLEASE NOTE ANY OTHER COMMENTS, OBSERVATIONS, AND/OR RECOMMENDATIONS YOU MAY HAVE, BELOW:						

STUDENT ACCIDENT/INJURY REPORT
CAMPUS NAME: MESA COLLEGE

THIS FORM IS NOT TO BE COMPLETED BY THE STUDENT!

Today's Date		Date of Injury	
		Time Injury Occurred	
Student Accident/Injury Reported By			

STUDENT INFORMATION

Student Name		DOB		CSID	
Address		City/State/Zip			
Student Cell #		Student Home #			
Student Health Insurance Plan (if applicable)					
Emergency Contact Name/Phone		Name:		Phone:	

ACCIDENT/INJURY INFORMATION

Location Where Accident Happened				
Was first aid rendered to student?	☐ Yes	☐ No	By whom?	
Which body parts were Injured?				
Was student participating in an intercollegiate event?			☐ Yes	☐ No
Was student transported by ambulance?			☐ Yes	☐ No
Exactly how did accident happen?				
Disposition of Student (Back to Class, Home, ER)				
Police Report Taken?	☐ Yes	☐ No	Name of Police Officer	
HSR Student Accident form issued to student?			☐ Yes	☐ No
Date HSR Student Accident Form Issued				

WITNESS INFORMATION (If applicable)

Witness Name		Witness Phone Number	

Signature of Person Completing Form: _____

PROMPTLY SEND THIS COMPLETED FORM TO RISK MANAGEMENT/DISTRICT OFFICE
Copy to VPA Office (Campus Safety Officer)

TELEPHONE PHONE THREAT REPORT
(e.g., Bomb Threat)

NUMBER OR WORDING ON THE CALLER ID DISPLAY			
EXACT WORDING OF THE THREAT:			
CALLER'S VOICE			
☐ **MALE**	☐ **FEMALE**	☐ **UNKNOWN**	☐ **DISGUISED**
☐ **CALM**	☐ **ANGRY**	☐ **EXCITED**	
☐ **SLOW**	☐ **RAPID**	☐ **SOFT**	
☐ **LAUGHTER**	☐ **CRYING**	☐ **NORMAL**	☐ **STUTTER**
☐ **SLURRED**	☐ **DISTINCT**	☐ **NASAL**	☐ **RAGGED**
☐ **LISP**	☐ **RASPY**	☐ **DEEP**	☐ **ACCENT**
☐ **CLEARING THROAT**	☐ **DEEP BREATHING**	☐ **CRACKING VOICE**	☐ **FAMILIAR**
If voice is familiar, whom does it sound like?			
THREAT LANGUAGE			
☐ **WELL SPOKEN**	☐ **EDUCATED**	☐ **FOUL**	☐ **IRRATIONAL**
☐ **INCOHERENT**	☐ **TAPED**	☐ **MESSAGE READ BY THREAT-MAKER**	
REMARKS			
BACKGROUND SOUNDS			
☐ **OFFICE MACHINERY**	☐ **STREET NOISE**	☐ **VOICES**	☐ **PA SYSTEM**
☐ **MUSIC**	☐ **MOTOR SOUNDS**	☐ **FACTORY MACHINERY**	☐ **ANIMAL NOISES**
☐ **CLEAR**	☐ **STATIC**	☐ **LOCAL**	☐ **LONG DISTANCE**
OTHER			
QUESTIONS TO ASK			
Why are you calling?		Did you place the bomb?	
When is the bomb going to explode?		Why?	
Where is it right now?		What is your name?	
What does it look like?		Where are you right now?	
What kind of bomb is it?		What is your address?	
What will cause it to explode?			
INCIDENT INFORMATION			
Date		Time		Name	
Position				Phone #	
When is the bomb going to explode?				Why?	
Report call immediately to College Police/Dispatch: (619) 388-6405.					

Important Personnel Contact List

Name	Position	Office Phone Number
Executive Staff		
Pamela Luster	President	(619) 388-2721
Ashanti Hands	VPSS	(619) 388-2678
Lorenze Legaspi	VPA	(619) 388-2990
Isabel O'Connor	VPI	(619) 388-2755
Student Services Leadership Team		
Ailene Crakes	Dean, Student Development	(619) 388-2986
Larry Maxey	Dean, Student Success & Equity	(619) 388-5940
Vicki Miller	Dean, Student Affairs	(619) 388-2699
Student Services Supervisors and Leads		
Ivonne Alvarez	Director, Admissions and Records	(619) 388-2689
Leticia Diaz	Director, EOPS & STAR-TRIO	(619) 388-2468
Claudia Estrada-Howell	Supervisor, TCE	(619) 388-5040
Erika Higginbotham	Coordinator, DSPS	(619) 388-2541
Pilar Ezeta	Supervisor, Financial Aid	(619) 388-2959
LaWanda Foster	Supervisor, Veterans and Records	(619) 388-2805
Leroy Johnson	Chair, Counseling	(619) 388-2413
Suzanne Khambata	Director, Student Health Services	(619) 388-2774
Gilda Maldonado	Director, Financial Aid	(619) 388-2820
Agustin Rivera	SSSO, AVANZA Center, Peer Navigators, and CRUISE	(619) 388-5991
Cheri Sawyer	Supervisor, Admissions	(619) 388-2689
Karla Trutna	Coord, Outreach & Promise; Supervisor, Testing (Acting)	(619) 388-2632
Campus Leads		
College Police	College Police	(619) 388-6405
Matt Fay	Occupational, Environmental Health & Safety Coordinator	(619) 388-2763
Frank Fernandez	Stockroom Supervisor	(619) 388-2761
Jennifer Kearns	Public Information Officer	(619) 388-2759
Charlotta Robertson	C-CERT Coordinator Field Liaison	(619) 388-2509
Dave Warczakowski	Facilities	(619) 388-2814
Crisis Intervention		
Crisis Intervention	Student Health Services	(619) 388-2774
	Counseling	(619) 388-2538
	Student Affairs	(619) 388-2699
Evening Administration		
Steve Manczuk	Evening Administration	(619) 388-2463 Cell: (619) 928-7239
Brandon Terrell	Evening Administration	Cell: (619) 921-0908

Building Occupancy List

First Floor

Name	Location	Phone	Name	Location	Phone
Admissions					
Ivonne Alvarez	I4-102G	2719	Deyanira Preciado-Bayardo	I4-102	5715
James Arnegard	I4-102	5707	Brunette Purdie	I4-102	5708
Cesar Gaxiola	I4-102	5706	Jennifer Roachford	I4-102	5701
Helena Hubbard	I4-102	5712	Cheri Sawyer	I4-102F	5717
Trung Huynh	I4-102	5714	Jose Aranda	I4-102	5716
Elizabeth Jones	I4-102	5703	Jordan Frodente	I4-102	5702
Dulce Carolina Lopez	I4-102C	5713	Karina Sandoval	I4-102	5710
Abimaliel Rosario Lopez	I4-102	5705			
LaKeita Platts	I4-102B	5718			
Financial Aid					
Guadalupe Bueno	I4-107	2949	Julissa Samano	I4-107G	2950
Laura Cormode	I4-107		Cathy Springs	I4-107	2946
Skyler Dennon	I4-107C	2952	Tosh Susoeff	I4-107E	2953
Pilar Ezeta	I4-107A	2959	Keisa Williams	I4-107	5928
Randall Gambill	I4-107F	2954	Barbara Young	I4-107	2951
Alma Godinez	I4-107	2957	Travis Bodnar	I4-107	2223
Florisel Guzman	I4-107D	2948	Briana Garcia	I4-107	2227
Gilda Maldonado	I4-107I	2820	Alex Tanon	I4-107	2964
Emmanouil Powell	I4-107	2947	Vacant	I4-107	5929
Lilibeth Rodriguez	I4-107	2945			
Outreach					
Van Chhum	I4-101	5970	Rene Murillo	I4-101	2315
Genevieve Esguerra	I4-101D	2611	Jordan Nash	I4-101	2315
Karla Trutna	I4-101C	2632	Joshua Quiroz	I4-101	2315
Cassie Casares	I4-101	2315	Beatrix Stark	I4-101	2315
Nina Geissler	I4-101	2315	Maia Wakefield	I4-101	2315
Nicholas Irving	I4-101	2315			
Student Accounting					
Anthony Alfuente	I4-106E	2911	Consuelo Porto y Taboada	I4-106	2916
Robert Booth	I4-106	2703	Zod Schultz	I4-106	2928
Lynn Dang	I4-106D	2913	Nathan Talo	I4-106C	2918
Tram Anh Dihn	I4-106	2919	Trusty	I4-106	5998
Nick Johnson	I4-106	2702	Anh Thu	I4-106	5978
Veterans and Records					
Helen Dinh	I4-102	2816	Monique Garcia	I4-102	2852
Gail Fedalizo	I4-102	2818	Dale Matthias	I4-102	2852
LaWanda Foster	I4-102H	2827	Alex Ramos	I4-102	2852
Laura Rodriguez-Arellano	I4-102	2819	Zachary Sipos	I4-102	2852
Sybil Sahebjamei	I4-102	2815			

Shaded cells indicate employees are part-time. *Updated Each January*

Second Floor

Name	Location	Phone	Name	Location	Phone
Assessment/Testing					
Amy Bettinger	I4-201	5816	Naayieli Bravo	I4-201	2587
AVANZA Student Engagement Center, Peer Navigators, and CRUISE					
Agustin Rivera	I4-203A	5991	Merlena Gonzalez	I4-203	2757
Maliha Afroze	I4-203	2757	Phillip Johnson	I4-203	2757
Bryan Avila	I4-203	2757	Juan Menjivar	I4-203	2757
Alexi Balaguer	I4-203	5742	Allison Rodriguez	I4-203	2757
Natchel Bello	I4-203	2757	Vanessa Roldan	I4-203	2757
Alyssa Burnley	I4-203	2757	Toviya Trejo	I4-203	2757
Victor Ceniceros	I4-203	2757	Quintin Wortham	I4-203	2757
The Stand					
Jazmyn Godinez	I4-204	5726	Yolanda Jenkins	I4-204	5726
Jocelyn Godinez	I4-204	5726			
Student Health Services					
Michael Booth	I4-211G	2377	Sue Schrader Hanes	I4-211	2775
Nancy Bromma	I4-211L	2557	Rebecca Lee	I4-211	2775
Suzanne Khambata	I4-211E	2545	Laura Milligan	I4-211	5924
Mark Malebranche	I4-211	2762	Robin Perry	I4-211	5924
Sue Schrader Hanes	I4-211	2775	Calvin Wong, MD	I4-211	5924
Vanessa Gambala	I4-211	5924			
Michelle Harris Feller	I4-211	2775			

Shaded cells indicate employees are part-time. *Updated Each January*

Third Floor

Name	Location	Phone	Name	Location	Phone
CalWorks					
Sasha Verastegui	I4-306H	2709	Markus Berrien	I4-306H	2709
Counseling					
Gabriel Adona	I4-303C	2537	Barbara Plandor	I4-303H	2779
Amber Alatorre	I4-301I	2896	Kirsten Pogue-Cely	I4-303L	5977
Jamie Arellano	I4-303	2626	Anthony Reuss	I4-301B	2674
Roxann Ascencio	I4-303	2620	Cynthia Rico	I4-301D	2471
Kristy Carson	I4-303E	2535	Patricia Rodriguez	I4-301R	5013
Nick DeMeo	I4-301K	2668	Raul Rodriguez	I4-303I	2834
Adrienne Dines	I4-303F	2888	Judy Sundayo	I4-301E	2793
Adam Erlenbusch	I4-303J	2663	Vang Thao	I4-303	5063
Guadalupe Gonzalez	I4-303N	2758	Michael Temple	I4-303K	2536
Terrence Hale	I4-303G	2782	Stephanie Barnes	I4-303	5006
Ramiro Hernandez	I4-301N	2532	Christina (Elsa) Carrillo	I4-303	5005
Leroy Johnson	I4-303C	2413	Ron Dewse	I4-303	5006
Chris Kalck	I4-303M	2676	Shirley Flor	I4-303	5009
Guillermo Marrujo	I4-301G	2420	Melissa Rockey	I4-303	5008
Laura Mathis	I4-301M	2533	Teresa Salazar	I4-303	5007
Dawn McClelland	I4-303	5763	Kimberly Williams-Kee	I4-303	5006
Miriam Pecheco	I4-303D	5010			
Kari Parker	I4-301C	2673			
Jennifer Phelps	I4-303	2575			
EOPS					
Sade Burrell	I4-309E	2992	Adriana Rivas-Sandoval	I4-309J	2462
Monica Demcho	I4-309F	2468	Julie Chang T/ Th 2269; W 2268	I4-309	2268/9
Nellie Dougherty	I4-309C	2465	Juan Contreras	I4-309	2253
Jesus Gaytan	I4-309A	2470	Hadassah Nations (Mondays)	I4-309	2269
Karen Geida	I4-309B	2478	Brian Woolsey (Fridays)	I4-309	2269
Nicole Judd	I4-309	2474	Ava Gill (Thursday/Fridays only)	I4-309	2268
Lisa Naungayan	I4-309H	2482			
STAR					
Thuan Le	I4-308B	2461	Andre Tsai	I4-308	2481
Marichu Magaña	I4-308C	2426	Bart Squires	I4-308	2481
Petra Montgomery	I4-308	5973	Brandon Williams	I4-308A	5794
Qasmin Hussaini	I4-308	5917			
Lourdes Villargan (Office)	I4-308	5917			
Lourdes Villargan (Tutor)	I4-308	2481			
TCE					
Claudia Estrada-Howell	I4-306D	5040	Danielle Short	I4-306J	2594
Anne Hedekin	I4-306B	5015	Raquel Sojourner	I4-306C	5921
Alicia Lopez	I4-306	5975	Shawn Fawcett	I4-306	2570
Gity Nematollahi	I4-306	2596	Mary Garcia	I4-306	5976
Olivia Picolla	I4-306	2778	Camille Harris	I4-306	2570
Deborah Salazar	I4-306	2994			

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Fourth Floor

Name	Location	Phone	Name	Location	Phone
Administrative Suite					
Johanna Aleman	I4-401	2967	Larry Maxey	I4-401B	2884
Angie Avila	I4-401	5967	Pahua Vang	I4-401	5067
Ailene Crakes	I4-401C	2720	Zulma Duran	I4-401	2883
Ashanti Hands	I4-401A	2881	Alyssa Medina	I4-401	5966
Trina Larson	I4-401	5968			
ASG					
Art Avila	I4-409F	2902	Kelly McDaniel	I4-409F	2902
Cassie Casares	I4-409E	2904	Andy Moncada	I4-409D	2905
Sierra Hudson	I4-409E	2904	Joseph Newell	I4-409C	2907
Matilda Kristoferson	I4-409D	2905			
DSPS					
Isaac Arguelles-Ibarra	I4-405D	2540	Melissa Williams	I4-405	2593
Rebekah Corrales	I4-405	6674	Laura Gorham	I4-405	5984
Manny Jacobo	I4-405E	2780	Paul Hayes	I4-405	5985
Elizabeth Mora	I4-405	5983	Joe Prichett	I4-405	5982
Dawn Stoll	I4-405C	2579	Elizabeth Wilke	I4-405	5985
Student Affairs					
Kathy Fennessey	I4-408C	2700	Chantal Hernandez	I4-408	2902
Courtney Lee	I4-408	2708	Lourdes Lopez	I4-408	2905
Charlie Lieu	I4-408E	2527	Nicole Teran (Tuesdays)	I4-408	2907
Victoria Miller	I4-408B	2698	Shanelle Watkins	I4-408	2902
Claudia Perkins	I4-408A	2713			
Terrace Café					
Josie Redondo	Lobby	5923	Adylu Llanes	Lobby	5923
Asma Ahmed	Lobby	5923	Joyce Magistrado	Lobby	5923
Grace Grondin	Lobby	5923	Isis Resendis	Lobby	5923
Alexis Johnson	Lobby	5923	Camille Sazon	Lobby	5923
Jae Lee	Lobby	5923	Thelma Valenzuela	Lobby	5923
Estephany Leyva	Lobby	5923			

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SDMC Building Emergency Evacuation Plan (BEEP)
Observation Report

DATE		**OBSERVER**				
FLOORS OBSERVED		☐ **FIRST**	☐ **SECOND**	☐ **THIRD**	☐ **FOURTH**	**EVAC ZONE** ☐
ALARM SOUND? TIME OF ALARM		☐ **YES** ☐ **NO**	**TIME BUILDING EVACUATED**			
DID YOU HEAR ALARM? Y/N		☐ **YES** ☐ **NO**	**DID ALL CORRIDOR DOORS CLOSE? Y/N**			
WERE THERE ANY CORRIDOR OBSTRUCTIONS? IF SO, DESCRIBE.						
EMPLOYEE RESPONSE						
☐ **GOOD**	☐ **SLOW**	☐ **BAD**	☐ **NONE**			
EMPLOYEE ATTITUDE						
☐ **GOOD**	☐ **SLOW**	☐ **BAD**	☐ **NONE**			
WERE EMPLOYEES CONFUSED?			**WERE ALL STUDENTS/PUBLIC ORDERLY EVACUATED?**			
☐ **YES**	☐ **NO**	☐ **SOMEWHAT**	☐ **YES**	☐ **NO**	☐ **SOMEWHAT**	
WERE CLASSES DISMISSED?			☐ **YES**	☐ **NO**		
PLEASE NOTE ANY OTHER COMMENTS, OBSERVATIONS, AND/OR RECOMMENDATIONS YOU MAY HAVE, BELOW:						

SDMC Building Emergency Evacuation Plan (BEEP)
Observation Report

DATE		**OBSERVER**				
FLOORS OBSERVED		☐ **FIRST**	☐ **SECOND**	☐ **THIRD**	☐ **FOURTH**	**EVAC ZONE** ☐
TIME OF ALARM		☐ **YES** ☐ **NO**	**TIME BUILDING EVACUATED**			
DID YOU HEAR ALARM? Y/N		☐ **YES** ☐ **NO**	**DID ALL CORRIDOR DOORS CLOSE? Y/N**			
WERE THERE ANY CORRIDOR OBSTRUCTIONS? IF SO, DESCRIBE.						
EMPLOYEE RESPONSE						
☐ **GOOD**	☐ **SLOW**	☐ **BAD**	☐ **NONE**			
EMPLOYEE ATTITUDE						
☐ **GOOD**	☐ **SLOW**	☐ **BAD**	☐ **NONE**			
WERE EMPLOYEES CONFUSED?			**WERE ALL STUDENTS/PUBLIC ORDERLY EVACUATED?**			
☐ **YES**	☐ **NO**	☐ **SOMEWHAT**	☐ **YES**	☐ **NO**	☐ **SOMEWHAT**	
WERE CLASSES DISMISSED?			☐ **YES**	☐ **NO**		
PLEASE NOTE ANY OTHER COMMENTS, OBSERVATIONS, AND/OR RECOMMENDATIONS YOU MAY HAVE, BELOW:						