

December 9, 2013

Bill Ward  
Vice Chancellor for Facilities  
Pima Community College District Office  
4905 East Broadway Boulevard  
Tucson, Arizona 85709-1420

via email: [wward@pima.edu](mailto:wward@pima.edu)

Dear Bill:

Attached is the final version of Security Risk Management Consultants' report covering our assessment of police and security operations at Pima Community College. This final report details our survey process, observations and findings, and recommendations for security program, process management, and technology enhancements. We have made the appropriate changes to the draft report based on your feedback.

Please do not hesitate to call if you have any questions or need additional information. I can be reached at the office at 614.224.3100 or by email at [chadp@srmcinc.com](mailto:chadp@srmcinc.com).

John Kleberg, Paul Denton, Frank Demes and I have appreciated the opportunity to work with you and Pima's staff, faculty, and students throughout this important effort. Thank you again for giving us the opportunity to provide our services.

Sincerely,



John C. Parris, CSC  
President



**PimaCommunityCollege**



SECURITY ASSESSMENT  
REPORT AND RECOMMENDATIONS

DECEMBER 2013



Prepared by:



**SRMC**

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**CONFIDENTIAL—SECURITY-SENSITIVE INFORMATION**

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## INTRODUCTION

In September 2013, Security Risk Management Consultants, LLC (SRMC) was commissioned to conduct an assessment of the campuses of the Pima County Community College District (Pima). The objective of the assessment was to identify deficiencies in the College's police and security operations that could impact the overall security and safety of Pima's faculty, students, staff and facilities and develop recommendations for improvements that would inform decisions on resource allocation to reduce those risks and enhance organizational resilience through countermeasures and mitigation strategies. This report details the observations, findings, and recommendations of Security Risk Management Consultants in support of this effort.

We believe that details contained in our report could place Pima students, faculty, staff and facilities at some risk due to various security vulnerabilities being identified and reported. Therefore, it is our recommendation that this document be considered confidential as an element in the protection of persons and facilities.

Throughout the review process, we received excellent cooperation from every Pima administrator, staff member, faculty member, and student we interviewed. We felt these individuals were candid in sharing their opinions about security and safety programming and identifying potential issues and concerns. Their cooperation was an essential element in helping us gain a better understanding of public safety and security issues.

## METHODOLOGY

This assessment process included a physical survey of key areas across the various campuses of the College and a review of security and Police operations and current security technologies. We had discussions with administrators, key stakeholders, a student focus group of government and organizational leaders and other members of the academic community.

The assessment was conducted by John R. Kleberg, M.Ed., John “Chad” Parris, CSC, Paul S. Denton, M.B.A., M.S.C.J., and Frank A. Demes, M.F.A. Our process included interviews and visits to all campuses including access to many buildings, as well as discussions at District Offices, among other activities. Input was received from a cross-section of students, faculty, and staff with whom we had an opportunity to interact in various settings. In each instance, we found those with whom we had conversations to be direct, candid and obviously interested in matters related to both personal and property security.

We believe that safety and security programming in an academic setting is a delicate balance of responses to and preparation for potential risks. Criminal or other aberrant activities, College and community emergencies, and existing organizational mission and culture, as well as cost and perceived need, are all elements of importance. A “systems” approach that includes the application of security and safety technologies and appropriate policies and procedures, as well as the assignment of individual and organizational responsibilities to various personnel and entities, is required if this effort is to be successful.

Pima’s safety and security programming efforts need to be consistent with the risks inherent in its campus environments and with the College’s mission. The key to successful safety and security programming is a viable technology infrastructure, the development and implementation of an appropriate philosophy and policies, the support of key College administrators, and the empowerment of professionally trained, properly equipped personnel.

Efforts to determine the College’s current level of preparedness were based on the premise that effective programming requires an understanding of risks and the balancing of four critical elements:

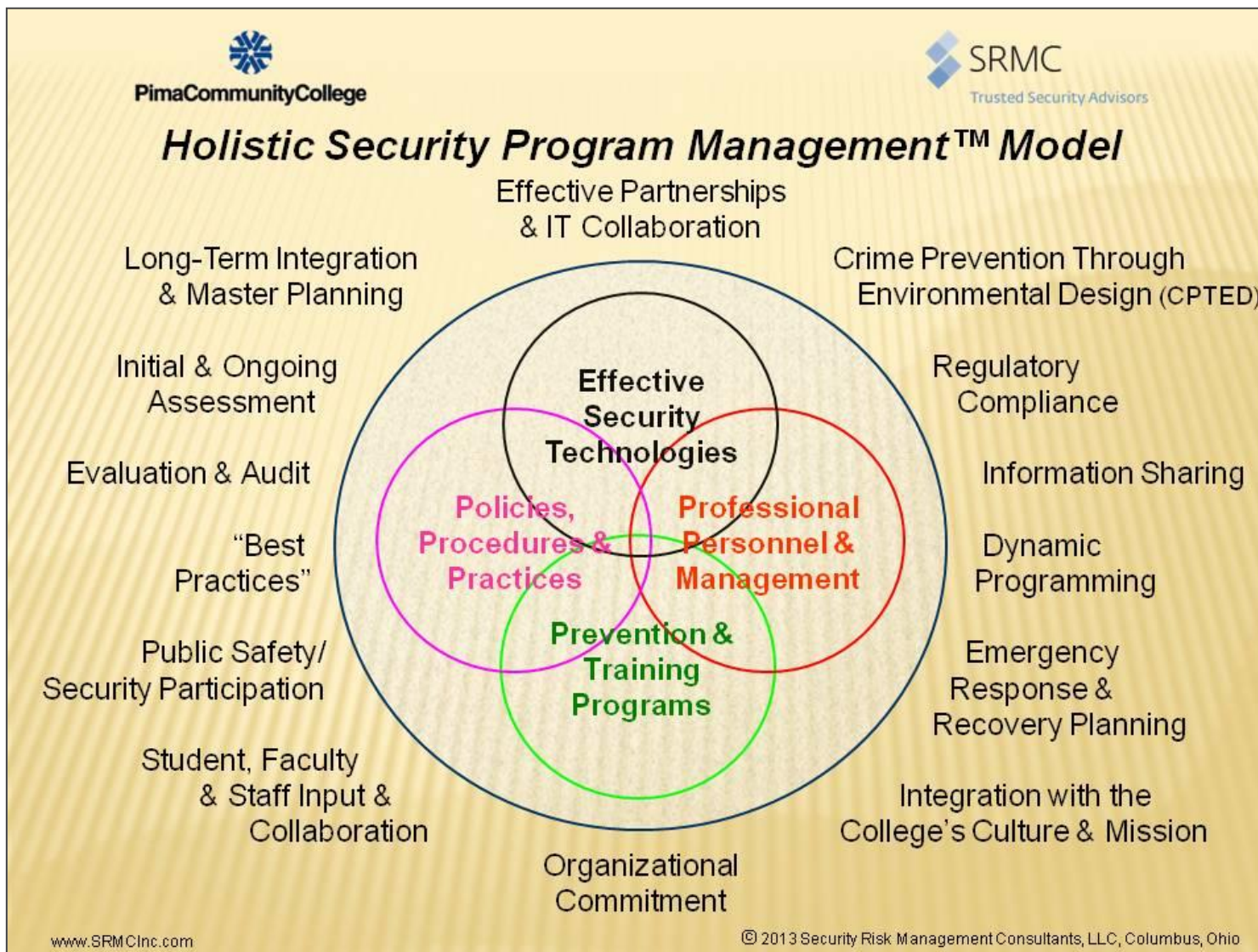
- ◆ **Security Technologies** that are designed, purchased and installed based on an assessment of need and properly utilized, monitored and maintained;

- ◆ **Organizational policies, procedures, and processes** that address specific needs, are well written, complied with, routinely audited and kept current;
- ◆ **Professional management and staffing** of the safety and security functions that serve the College; and
- ◆ **Stakeholder training and participation** in safety and security programming efforts.

The application and integration of these four elements varies at every institution based on the risks identified, the risk tolerance of the administration and members of the community for various threats, real or perceived, available resources and capabilities, as well as other factors. Some institutions may rely more on technology than staffing. Others might employ robust, comprehensive policies and procedures focused on decentralized organizational responsibility rather than centralized program management, while still others might use extensive security staffs in various roles.

The graphic on the following page illustrates the components of a holistic model brought together in a useful, functional way and how we envision its application at Pima Community College.







## PROJECT SCOPE

SRMC developed the following Scope of Work statement for conducting a comprehensive assessment of Pima Community College's police and security operations to provide specific recommendations to enhance the delivery of its community policing model consistent with identified gaps, industry standards and best practices. Key components of this plan included significant pre-survey coordination and review efforts.

Actual work activities included:

- ◆ Reviewing police and security organizational structure, management, and staffing levels, including job descriptions, scheduling, deployment and the complaint and internal discipline processes;
- ◆ Reviewing and analyzing data, calls for service, responses, and reported incidents of a security nature at the campuses;
- ◆ Reviewing existing security plans, policies, procedures, and training materials including job descriptions, processes, and documentation of the College departments as appropriate;
- ◆ Determining the comparability of resources at like institutions, to the extent of similarity of campus demographics, as well as national averages;
- ◆ Validating the implementation of policies and procedures including reviews of logs and other historical documents;
- ◆ Interviewing students, faculty and staff, and administrative personnel and conducting a survey of their perception of safety using an online system with the College requesting participation to assess expectations regarding issues at the College related to police and security structure and capabilities;
- ◆ Interviewing local law enforcement authorities;
- ◆ Reviewing any physical security technologies, as well as any standards that may exist;
- ◆ Reviewing staff and student orientation programming, training programs, crime prevention, and campus safety resources;
- ◆ Reviewing information in student, faculty, and staff handbooks related to personal safety and security;
- ◆ Reviewing mass notification and public safety communication systems, policies, procedures, and tests;
- ◆ Surveying the physical facilities;
- ◆ Reviewing lighting, CPTED implementation and planning, pedestrian ways, parking facilities, and other campus features;
- ◆ Reviewing Annual Clery Security Report practices including examining campus police/public safety, judicial and local law

enforcement records to ensure incidents are being gathered classified and tallied correctly so reported statistics are accurate and reviewing all policies and procedures required to be published as part of this document;

- ◆ Performing any other activities identified as essential to completing a comprehensive report;
- ◆ In light of best practices and institutional needs consistent with the gaps and priorities identified during the assessment, developing and providing a written report to include observations, conclusions and specific recommendations on:
  - ✓ Police and Security Structure, Operations, Functions, Programs, and Resources
  - ✓ CPTED Applications and Physical Structure Enhancements to Safety and Security
  - ✓ Applications, Condition, Needs, and Plans for Security Technology
  - ✓ Survey Responses as Well as Focus Group Observations
  - ✓ Annual Security Report (Clery) Sampling and Compliance Observations
  - ✓ Recommendations from Observations, Findings and Conclusions Related to Security Program Enhancements

The assessment process encompassed each element of the “Holistic Security Program Management™ (HSPM)” Model as appropriate to the environment and objectives of the assessment. Our activities took place both during the day and night and were designed to elicit input from a wide range of key College stakeholders.

## CAVEAT

Full implementation of the recommendations included in our report cannot guarantee that Pima’s campuses or the surrounding areas will be crime-free or totally safe without risks. Rather, this document is meant to assist in reducing the potential for incidents by providing a “roadmap” for enhancing the effectiveness of security resources by improving training and staff awareness of potential problems and further implementing security technologies. However, we believe that security equipment is only one part of Pima’s total security “system.” Additional components of the overall security strategy must include the application of existing policies, procedures and processes, the selection, recruitment and retention of security staff, proper staff supervision, training and participation, communication and collaboration with the administration and other stakeholders, and law enforcement involvement, among others (as depicted in our Holistic Security Program Management Model).

Our recommendations reflect our understanding of security issues at the time of our survey. We recognize that security, safety, emergency management and crime prevention/reduction strategies are dynamic processes. As College functions or activities change or facility conditions are modified or expanded, some of the assumptions made during this review process will also change. Therefore, security process management, technology, policies and procedures should be routinely reviewed and updated to reflect changes in the environment and the expectations of members of the community.

Although we believe the recommendations contained in this report are reasonable and appropriate, Security Risk Management Consultants cannot provide legal guidance or advice. Therefore, we recommend that legal counsel be sought, if indicated, before policies or programs are changed or implemented where appropriate.

## OBSERVATIONS AND RECOMMENDATIONS

### COLLEGE OVERVIEW

The pursuit of higher education by students to learn and study, faculty to teach and research, and staff to work in support of academic endeavors should not be impeded by unreasonable concerns about the public safety of self or property. Such needs to be the case at all campuses and facilities of Pima Community College. This study, and appropriately so, is undertaken not in response to a given crisis or event that has altered the College community, but rather proactively in an effort to ensure and promote the advantages of the benefits of higher education to all members of the community.

Academic centers are unique places with communities composed of directed individuals challenged with study, learning, teaching and research. Therefore, it is important to recognize and consider such distinctiveness in developing meaningful comments and recommendations relative to safety and security therein.

While every campus or facility is different yet in some ways the same, each also has its own character and most certainly challenges. The college environment is one in which free interchange and discourse by all is essential to learning, discovery and the growth of young minds. Pima's campuses are no exception.

In Pride of Place, Building the American Dream, by Robert A. M. Stern, he writes:

*“American campuses – ideal, independent villages, socially and culturally coherent communities for learning and research – are among the greatest dream places of our civilization and a distinctly American invention. At the core of the American experience is the sense of the continent as a place of new beginnings and of the need for new institutions to represent our democracy. Given America’s cultural diversity, the campus and the rituals that it supports – from sitting on the Yale fence to walking the line at the United States Air Force Academy – provide an essential sense of community, uniting people in a common pursuit.”<sup>1</sup>*

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<sup>1</sup> Stern, Robert A. M. *Pride of Place: Building the American Dream*. Boston, MA: Houghton Mifflin Company, 1986. Page 41.

Academic buildings are also unique in many ways. They are generally public spaces populated by users from students to faculty and staff to even local citizens engaging in activities day and night for teaching, study, research, and organizational meetings. Such space becomes a community and "...places of exceptional community are those that exhibit high levels of human engagement and are imbued with evidence of human-to-human mutuality, **psychological safety and refuge**, and a strong sense of individual and group ownership."<sup>2</sup> (*Emphasis added.*)

## Risks

Determining risk issues in higher education is sometimes difficult. Certainly there is a concern for students, faculty and staff regarding their personal safety, as well as the protection of their personal property and that of the College from theft or damage. Generally, exploring, identifying and determining approaches to risk and risk mitigation may be divided into a few broad areas:

1. Determine what is at risk. Property and persons affiliated with the College, visiting the campus or participating in public events may be at risk of crime or injury. Similarly the College's reputation in the worldwide community is of concern, as would be the practical political considerations of public higher education institutions.
2. Articulate what influences risk. A review of location, adjacencies, built space, occupancy and use of facilities, enrollment, staffing for police or security services and similar considerations is essential in creating a matrix for analysis of the various influences.
3. Consider the impact of risk in determining strategies. Does the result of exposure have a personal or community impact, will it diminish the use of space, will it impact business continuity or future enrollment, will it cause donors to look unfavorably at the institution, or is a research enterprise compromised or data integrity lost?
4. Ascertain what mitigations of risk exist as to technology, education, fiscal controls, or safety and security programs.

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<sup>2</sup> Physical Place on Campus: A Report on the Summit on Building Community. 2012. (Results of a five year study project.)

5. Clarify what may be measured. – How do we establish priorities and determine where best to devote our resources?

## IDENTIFICATION OF RISKS

Risks to persons, facilities and property might generally be divided into three broad categories:

1. Natural risks over which we have no control, but for which we must plan an effective response, such as weather. A tornado is a good example.
2. Non-contributory risks that are the product not of who we are or what we do but of the physical environment in which we are located, such as a particular area of the city. In this category, our deterrent planning is likely to have marginal benefit, but our response is critical.
3. Functional risks that relate to who we are and what we do, including crimes like theft, assault or personal property accidents. These are the risks to which most effort might effectively be directed.

Key to recognizing organizational risk is developing an understanding of the various organizational assets requiring protection and the threats, risks, and vulnerabilities that may place them in jeopardy. Their essential importance dictates that the assessment be a robust, as well as a continuing, process.

The understanding of the very nature of risk by members of the College community, its adversary's intent in causing harm, and the tactics that may be used to that end are constantly changing. Indeed, even issues and concerns related to civil liability and adverse publicity are issues of legitimate consideration. Therefore, it is incumbent upon those concerned with safety and security to provide an ongoing assessment process regarding asset identification and protection. That ongoing asset assessment process directed at identifying and reducing risk must:

- ◆ Be clearly defined;

- ◆ Meet the College's needs on an ongoing basis;
- ◆ Be continuously updated to reflect both contemporary and future threats;
- ◆ Establish leading-edge technology standards;
- ◆ Foster the development of College-wide cooperative efforts;
- ◆ Effectively and appropriately engage all members of the College community.

In order to achieve these objectives, program master planning needs to be continuously assessed and updated. The review process must be dynamically adjusted in response to:

- ◆ Changes in the College's operations and assets;
- ◆ Changes in the threats directly impacting the College and surrounding community;
- ◆ Paradigm shifts in the threats, risks, and vulnerabilities that will impact those assets;
- ◆ Changes in adversary tactics exploiting those vulnerabilities.

As a dynamic process, this effort will require continuous input from key stakeholders and the engagement of other sources to ensure contemporary risks are identified and the College's approach in managing these risks meets both immediate and long-term needs.

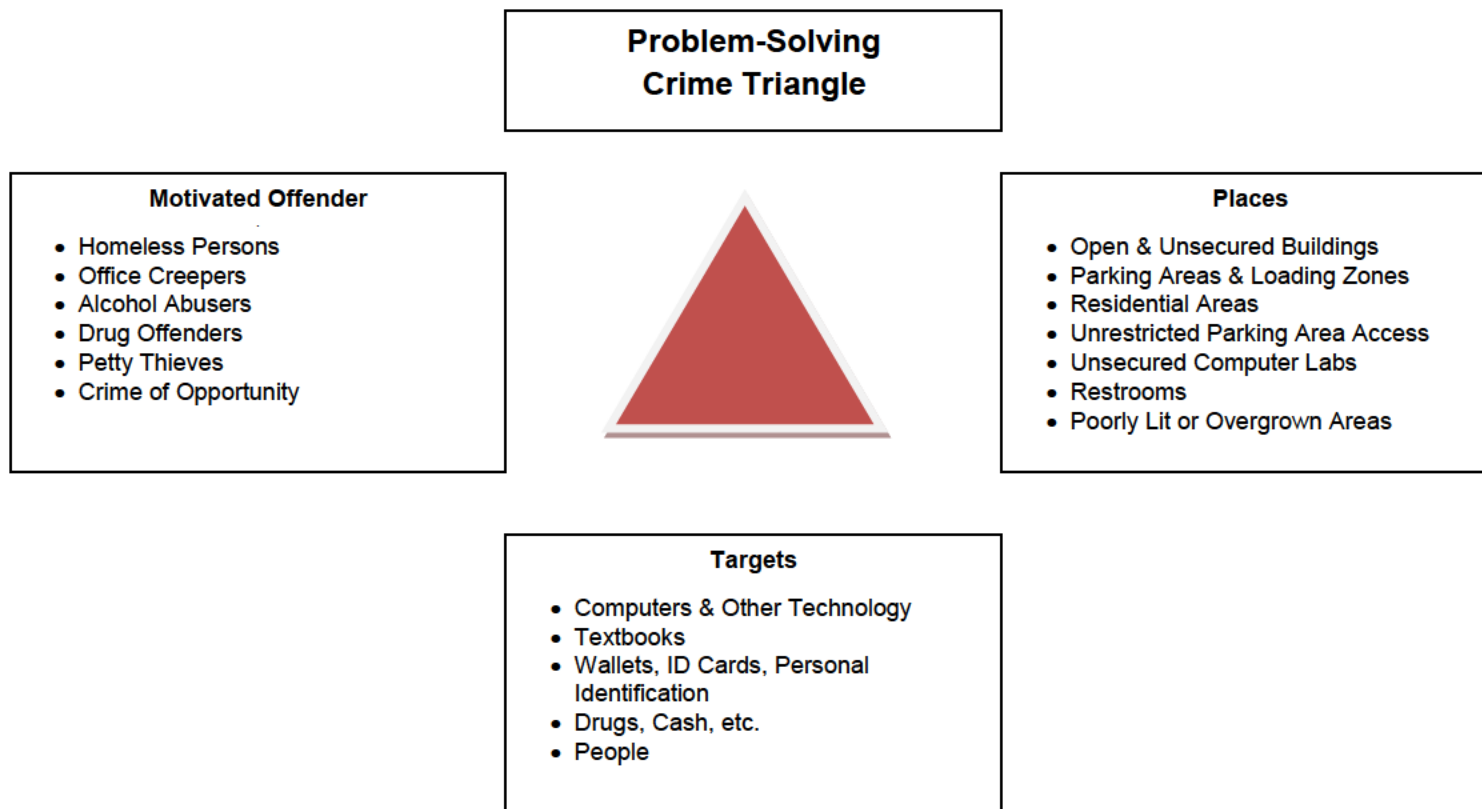
The pictured graphic helps to illustrate some major general categories of assets at the various Pima campuses. While not comprehensive, it does suggest some areas worthy of attention in assessing security strategies, operations, and technology.





## Risks Observed

When considering crime as a risk, we know that three elements must merge without interruption or interdiction for an incident to occur: a motivated offender, a place for the crime to occur and a target for the criminal. This may be visualized as a “crime triangle.” In reviewing safety and security considerations as well as interdiction activities, each element needs to be assessed to best determine ways in which their merger may be obstructed.



In formulating our comments and recommendations, we have endeavored to consider these three elements of the “problem-solving

crime triangle,” crime as a potential significant risk, and how to impact and interdict their merger into a criminal incident that threatens persons in the community.

Similarly, in practical ways, it is useful to understand the acceptance level of the College to risk. Not all events may be prevented nor risks eliminated to ensure an academic environment that is totally free of all hazards that produce safety or security concerns. Some risks are recognized, and indeed, some must be accepted. It is simply not possible to eliminate them all. Academic centers must be open and accessible, places of free exchanges of thoughts and research, a resource to the broader community in which situated. This is both the tradition and reality of the college campus today. Border fences, locked access gates, or guardhouses simply are not acceptable nor do they contribute to what higher education is all about.

When considering just Uniform Crime Reporting Part I Offenses (Criminal Homicide, Forcible Sex Offenses, Robbery, Assault, Burglary, Theft, Motor Vehicle Theft and Arson), the number of reported offenses is not alarming. These are considered since it is more likely their occurrence is reported to police than some other offenses. For example, for the most recent three-year period:

Year	Homicide	Sex Offenses	Robbery	Assault	Burglary	Theft	MV Theft	Arson
2010	0	0	1	6	8	186	30	0
2011	0	0	3	13	4	126	6	2
2012	0	1	1	9	7	105	8	0

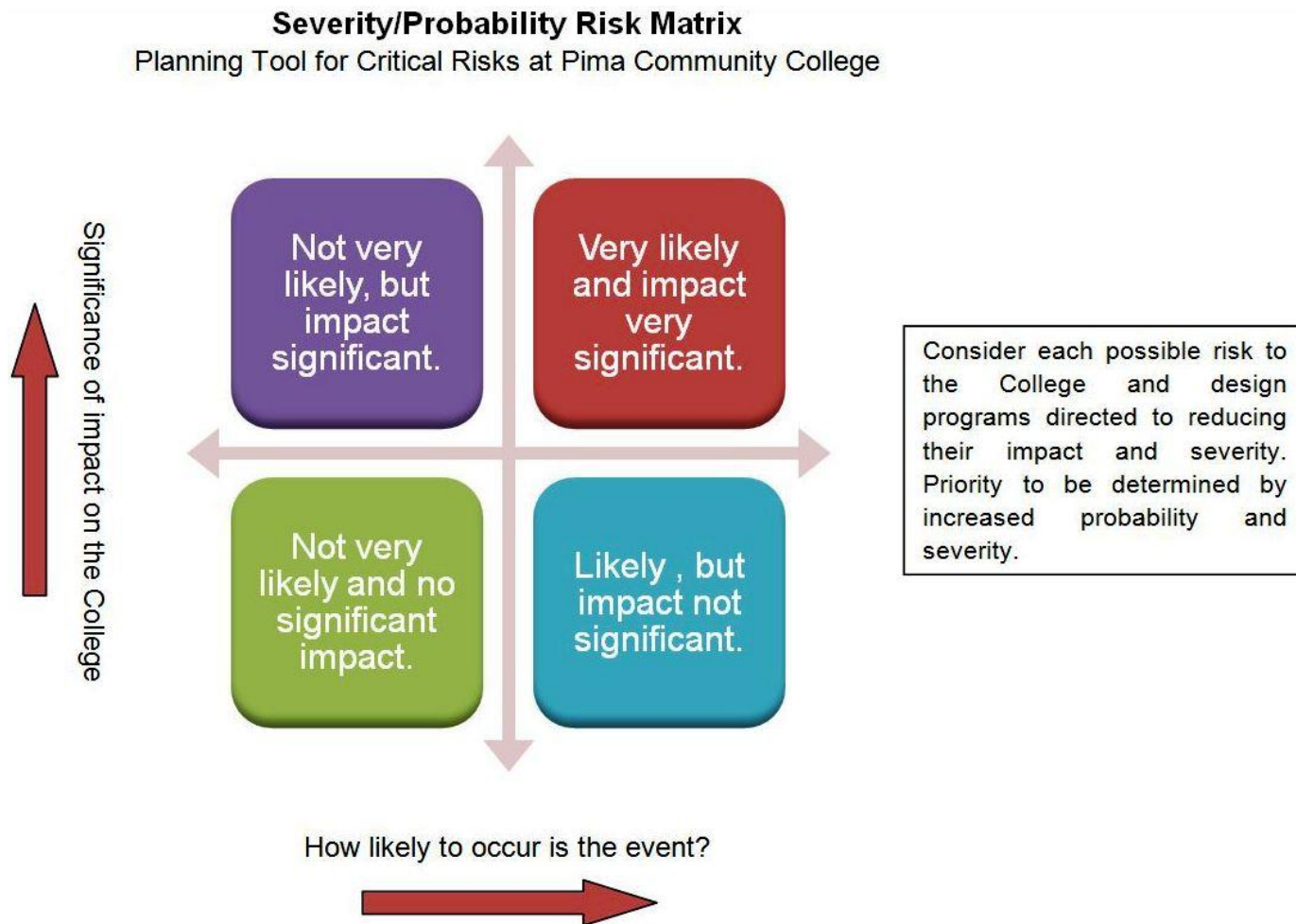
While the numbers are not exceptionally high, they indicate incidents of crime do occur on the various campuses of the College.

Nonetheless, programs directed at crime prevention, especially theft, are often beneficial and have particular merit when offered to new students. Similarly, poster campaigns, flyers and alerts related to recent incidents are all proactive ways to deliver a timely message of protecting oneself and one's property. During our visit, we observed only one poster in the gym and very limited literature for members of the community related to crime prevention.

Effectively disseminating crime prevention information on a campus is, of course, difficult when dealing with student populations who are there for a relatively short period of time, are “bombarded” with all types of information and media, and have diverse interests and

challenges in their personal existence. A three-pronged effort to “get their attention,” “have them read or understand the message” and then “react in a meaningful way” is no easy task. Yet creative, imaginative programs are possible and might be a class project for a discipline related to communications or creative arts. We did note literature designed by students related to other programs that was attractive, attention-getting and informative. Such could be the case for crime prevention initiatives as well.

The graphic on the following page demonstrates, conceptually, the recognition of risk, the probability of occurrence and the College’s willingness to accept a specific risk. It is not intended to reflect a specific risk event but rather a process of evaluating “what might occur” and what “impact” a particular event may have on the College and academic community. Institutions must determine the acceptable level of both impact and probability of an event in determining when and what mitigating strategy to use. All risk cannot be eliminated, resulting in some risks or exposures that might be tolerated. The risk of complacency in an environment in which only a few incidents of marginal significance have occurred may impact both recognition of risk as well as intervention strategy.



Also of importance is the physical environment, inside and out, which daily engages all members of the community as they go about their activities.

More so than in many municipalities, the defined but accessible academic community provides a unique opportunity to prevent or reduce the frequency of crime with innovative and imaginative programs directed to all members of the community. Similarly, members of the community must know about such programs and what is expected of them as community participants. We recognize, of course, that every instance of crime cannot be prevented nor every potential danger eliminated, yet every effort needs to be directed toward that goal. Certainly the experience of most academic centers is that many offenders are unaffiliated with the institution, therefore necessitating the reduction of targets, the mitigation of risks and a decrease in the opportunities of misbehavior of such persons.

While it is difficult to properly compare one institution to another because of differences in population, size, setting and/or academic programs, the reality is that published information on crime data is available to future students as well as parents and may be an issue when making enrollment choices. While likely less significant at non-residential colleges, it may nonetheless be important. Admittedly, a study at VPI several years ago indicated that many students were not familiar (27%) with the required Annual Security Report (Clery) nor did they read (22%) the published reports.<sup>3</sup> Nonetheless, additional reporting requirements have been added over the years, and new measures are required for 2014.

Widely available by institution and from other public sources, the Annual Security Report may be used to measure relative safety on campus for prospective students and parents. However, the varied locations, programs, and facilities of Pima Community College may diminish the reasonableness of comparing one campus to another even more. Conflating them serves no realistic advantage when considering security.

Some general underlying principles related to a safe and secure environment have also been used in guiding our assessment process. These principles, which follow, are considered to be of practical value, when practiced, in enhancing the environment as a safer place to teach and study, as well as in other physical environments in which persons find themselves.

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<sup>3</sup> Steven M. Janosik and Donald D. Gehring, Educational Policy Institute of Virginia Tech Policy Paper, Number 10.

## CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

The campus built environment provides many opportunities to improve safety and security by employing in both design and application various principles identified as Crime Prevention through Environmental Design. While use in practice has existed for many years, indeed decades, the relationship between the application of CPTED principles and safety was not realized or studied until more recently.

Crime Prevention Through Environmental Design (CPTED) is the concept of using the designed and built environment to create safe, visually open spaces and effective people flow or access controls. It is accomplished through the creation of:

Natural Surveillance - Natural surveillance is a design concept directed primarily at keeping possible intruders under observation and giving potential witnesses a clear view of activities in the defined spaces. It utilizes design features that may include window positioning, interior and exterior lighting placement and quality, and landscaping features and placement to increase the visibility of a property or building so that suspicious or improper behavior might be seen and reported. With appropriate natural surveillance, the opportunity to detect crime is enhanced by making the offender's behavior more easily noticeable. Such observation might be by building occupants, pedestrians or passing security or police patrols.

Students and property are safer when both may be observed by possible witnesses. Providing a good visual connection between academic facilities and public environments such as streets, walkways, and parking areas enhances campus safety.

Natural Access Control - Natural access control effectively uses defined walkways, lighting, fencing or other physical barriers, gates, wayfinding signage and landscaping to clearly guide appropriate people and vehicle movement. This concept's primary purpose is to deny access to a potential crime target and create a perception by the possible offender that there is risk in proceeding. Various other means of access control such as locks, bars, or alarms may be helpful as a supplement to these natural access control measures. The appropriate design of facilities and spaces may also promote the perception of risk by potential offenders.

Signage and long, highly visible access roads on West Campus are good examples of such controls.

Territorial Reinforcement - Territorial reinforcement utilizes built spaces such as sidewalks, landscaping, or architectural walls to

distinguish between public and private areas. The use of these elements results in a sense of “ownership” of the space by users that also tells potential offenders to stay away from the area. This sense of “ownership” is often demonstrated by comments related to “our campus” or “my building”. Safety and security are enhanced because people tend to take a greater interest in something they “own” or when they feel intrinsically a part of the space. Uniformity and clarity of wayfinding and signage are beneficial.

Obvious reinforcement is demonstrated in certain areas of the Downtown and other campuses where public buildings are in close proximity to one another.

Proactive Management and Maintenance Practices - Regular care and maintenance allows for the continued use of a space for its intended purpose and is particularly important in demonstrating “ownership” and pride. It sends the message that those who take care of the property will challenge those who come there to commit crimes or engage in disruptive behavior. This does have an impact on outside criminal behavior. When not removed, wall paintings, graffiti, sidewalk markings, or similar items only promote more destruction or abuse by indicating a higher level of acceptance by users of disorder or improper use.

The general absences of graffiti, trash and debris, as well as well-maintained structures, are positive applications of this principle. However, we did note an apparent need for some upgrading and maintenance on blue light and red phones. Climatic conditions are likely a factor in such maintenance.

While one document, our report includes some detail specific to each of the different Pima campuses in recognition of the uniqueness of their physical spaces as well as the various academic programs offered at each site. However, in some instances, our observations and recommendations apply to all campuses of the College.

During our site visits to the various campuses, we found those with whom we interacted in meetings or individually to be responsive to our inquiries and candid in their observations and responses. Conversations were positive and constructive and demonstrated a genuine concern about and attentiveness to issues of safety and security of both person and property. As previously noted, a significant number of students participated in a focus group session. The views expressed indicated a general sense or perception of an environment that was personally safe with few anecdotal stories of known incidents. The focus group involved students at the West campus, although some of those attending also had classes at other campus locations.



With the various campuses, most of which are generally closed after 10:00 PM weekdays and on the weekends, unique challenges exist with regard to both security and policing. [REDACTED]

[REDACTED]

We noted that in a Pima Community College Graduate Exit Survey for 2012/2013, the responses from “very satisfied” to “very dissatisfied” on Campus Security were generally similar for all campuses, although some differences did exist. While most responded “very satisfied”, “satisfied” or “neutral”, a small number indicated “dissatisfied” or “very dissatisfied.” A survey conducted during this assessment is appended at the end of our report and reflects the perception of a safe campus environment by students, faculty and staff.

The unique and divergent characteristics of the different campuses provide some challenges to crafting an appropriate approach that will be beneficial in creating a safer environment. Nonetheless, opportunities exist which may be phased as necessary with some basic applications that could be applied immediately.

## EFFECTIVE SECURITY TECHNOLOGIES

As part of our assessment activities, we met with several key College individuals and stakeholders to garner an understanding of the current security technologies installed on each campus and the process for technology planning, implementation, management and monitoring. The security technologies reviewed included Intrusion Detection Systems (IDS), Emergency Communication Phones, Security Video (CCTV), Electronic Access Control (EAC) and Emergency Notification. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Our survey process included a review of the technologies installed in the Communications Center and a discussion with both the Facilities and IT Departments who share in the management and maintenance of these systems. Although core technologies (specifically related to the IDS system) have been standardized for the most part, there is an understood lack of specific policies for the overall programming and management of these technologies and, to some degree, a lack of standards for their overall implementation. In some cases, the implementation of security technology is done on a program-by-program and/or campus-by-campus basis and is often based on a perceived need or available funding rather than being part of a coordinated, system-wide initiative. Once installed, technologies are simply turned over to the College Police for monitoring while the Facilities Department maintains them.

[REDACTED] with the prevalent technologies including IDS systems and Emergency Communications Phones. The College is about to embark on an initiative to implement Electronic Access Control and Emergency Notification systems that will span across all campuses.

### Recommendations:

- As the use of security technologies expands, the College should identify an individual either within the Police or Facilities Department whose sole responsibility is the overall management of security and communications (radio) technologies system-wide. This individual should not only understand the intricacies of how the technologies work, i.e. be tech savvy, but also assist in defining system-wide standards in conjunction with key College stakeholders, be integral to the design and

construction processes, understand the measures for procuring, overseeing implementation, programming and testing and, in general, provide for the proper care and feeding of these technologies in the long term. This individual should have a working knowledge of IT standards and the existing network infrastructure and generally support the Communications Center's technical operations.

- Defining standards for the base technologies (manufacturer) is critical, and the College for the most part has done so for the IDS, Emergency Communication Phones and future Electronic Access Control system. However, standards related to where equipment is installed that take into consideration the environment and program needs based on a thorough assessment seem to be lacking.

### Intrusion Detection Systems

The College has approximately [REDACTED] across all campuses to manage and monitor intrusions of security-sensitive areas after hours and to alert when a duress alarm is activated. [REDACTED]

[REDACTED] The software permits the dispatchers to view the alarm, its location and other pertinent information. Within the software, the system has the built-in ability to be programmed to report and display a wide variety of other useful data about each alarm account and can provide response tools that are available to the dispatcher such as the emergency contact person for the account, action plans, floor plans, history reports, automated opening/closing reports, closing exception reports, etc., but none of these features have been implemented.

IDS programming, management and general maintenance are performed by a staff individual [REDACTED] within the Facilities Department who seems very familiar with and knowledgeable about the systems. [REDACTED]

[REDACTED] For advanced support and service, [REDACTED] is utilized and reportedly is very responsive.

**Recommendations:**

- [REDACTED]  
[REDACTED]
- Define policies and processes for system PIN code management.
- [REDACTED]  
[REDACTED]  
[REDACTED]
  - [REDACTED]  
[REDACTED]

**Security Video - CCTV Systems**

The implementation of security video, whether used actively or forensically, is increasingly seen across all types of organizations from higher education to healthcare to corporate, etc. It serves to augment the overall security program and in general support the protection of students, faculty, staff and property as a force multiplier, provides deterrence and is an investigative tool for criminal matters. [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED] However, we did find a relatively significant implementation of cameras viewing the cashiers, bookstore, student lockers and Student Services entrances at the Downtown Campus within the Community Center. [REDACTED]  
[REDACTED]  
[REDACTED]



**Recommendations:**

- [REDACTED]  
[REDACTED]
- We find that the use of security video within the higher education environment is growing exponentially. Although privacy concerns are real, it has been our experience that many of these issues are negligible if the application of video is well-thought-out, implemented using standards and governed by an acceptable use policy developed in close collaboration with the College's legal counsel and Police. Recorded images can perhaps be classified as sensitive information whose confidentiality, integrity and availability is protected. The policy should clearly outline formalized procedures for the installation of camera equipment and the handling, viewing, retention, dissemination, and destruction of video records, as well as training, and operator codes of conduct.
  - [REDACTED]
    - ☆ [REDACTED]  
[REDACTED]
    - ☆ [REDACTED]  
[REDACTED]
  - [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]
- [REDACTED]

## Emergency Communications Phones

Emergency telephones, call-for-assistance stations, or “blue light” phones, as they are variously referred to, vary considerably around the College. Such phones are common today on most campuses. While they are admittedly not likely to be used to report an emergency and might more often be used for directions, their presence has been referred to by students as “...comforting and available.” Parents may also find them somewhat reassuring as an extension of the College’s efforts to promote safety. While mobile telephones are commonly carried by most students, the value of having the “blue light” installations should not be underestimated. They may be beneficial to visitors and others on campus who do not have phones and in promoting a culture and sense of safety.



The use of Emergency Communications Phones varies across all the different campuses with no standard for how the devices are implemented or type. [REDACTED]

### Recommendation:

- [REDACTED]

- Application of these units should be standardized across each campus. For example, regardless of product manufacturer (and there are several that have the same look, feel and operate the same), the units should be clearly recognizable to the student population with a blue light that activates a strobe when a call is placed.
- A standard for placement should be used and added upon based on the needs of each campus. As an example, a standard may be that units are placed in parking lots, bus stops, student informational directories and key building entrances and other areas deemed appropriate for the environment.

### Electronic Access Control

As previously indicated, the College is in the early stages of implementing a system-wide Electronic Access Control and alarm monitoring system consisting of [REDACTED]

[REDACTED] The intent of the initial phase is to implement card readers on doors used only by faculty and staff which will be monitored by the College Police to include laboratories and areas where there is cash handling, student and faculty records, or computer system equipment. Other doors will be added during subsequent phases, and faculty and staff will be issued ID credentials through the same process as that for obtaining a physical key. As part of this initial implementation, no student (unless working for the College) will be issued access cards in the form of a student ID.

Being in the very early stages of implementation, the system was not fully functional at the time of our assessment. [REDACTED]

[REDACTED] The system implementation is being overseen by the Facilities Department who will also fully administer it as well as [REDACTED]



Therefore, as the College moves forward, it will be important to fully understand not only the initial implementation costs, but also any ongoing costs for future software and service and maintenance agreements and to appropriately plan and budget for this expense.

**Recommendations:**

- As the Electronic Access Control system grows and matures, appropriate policies, procedures and processes are developed, and system administration and support are fully established, consideration should be given to expanding the system for use College-wide by faculty, staff and students. Used in many higher education environments as part of an institution-wide security solution, the EAC system can be used to manage and monitor doors to academic buildings using time schedules to lock and unlock, initiate lockdowns based on building or campus location and generally provide enhanced facility security. A possible integration with Banner (if compatible) would permit a level of automation in student ID provisioning and for facility and active directory access without excessive manual data entry.
- Since the use of smart cards is part of the initial implementation, this dovetails nicely into implementing their use for other services such as cashless vending at cafeterias, checking out library materials or using copy machines, among many others. Smart card memory size, sector allocation and compatibility are all issues that will need to be explored however should this be considered. Some colleges have recognized that the ease of use of the ID as a “credit card” like token can provide an extra source of income which helps offset implementation and card costs.
- Other useful integrations of the Electronic Access System may include:
  - Intrusion detection systems to manage, operate and monitor these systems through one user interface,
  - Security video to automatically associate alarm and video information to present to system operators,
  - Mobile clients for Police or CSOs to monitor and control doors,

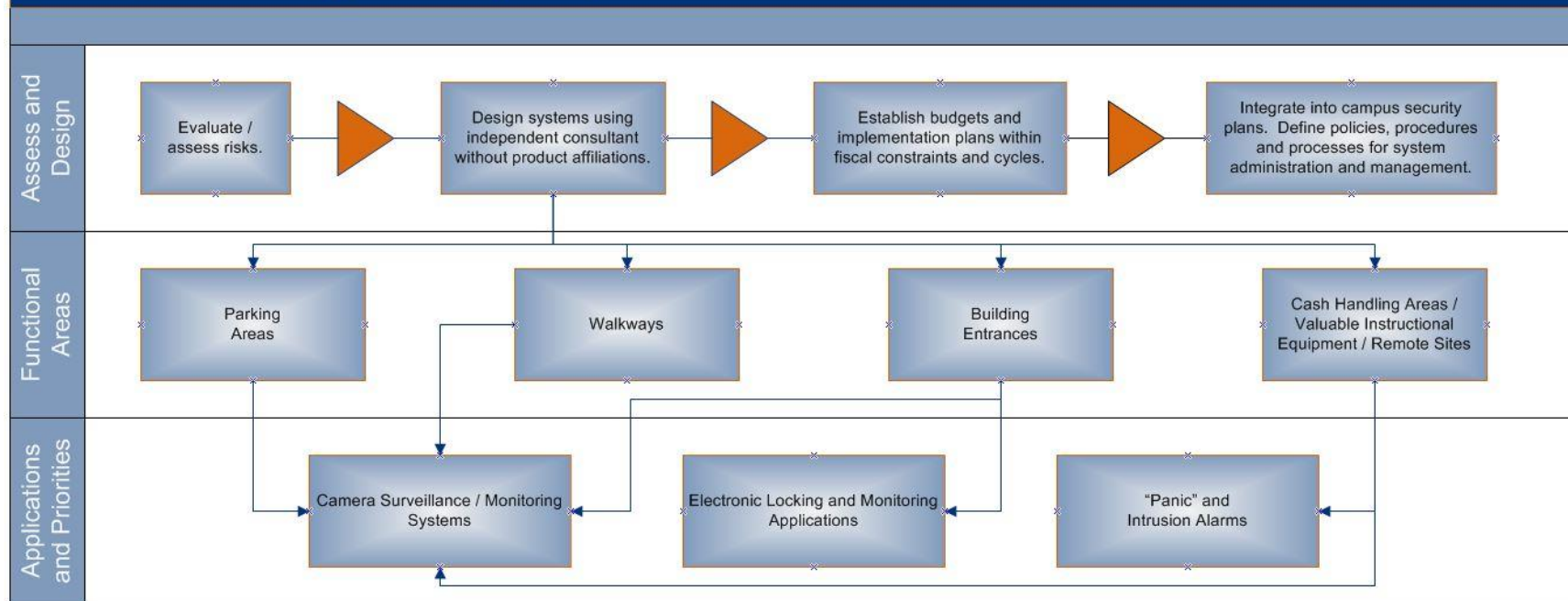
## Emergency Notification Systems

As previously indicated, Pima is in the early stages of implementing a College-wide Emergency Voice Notification System for initiating voice instructions over externally-mounted PA speakers. It will augment the existing PCC Alert text notification system. This initiative is being overseen by the Information Technology Department. The College Police are not an integral partner in the planning for the system nor will they be authorized at the outset to initiate Emergency Voice annunciations once the system is fully implemented.

### Recommendation:

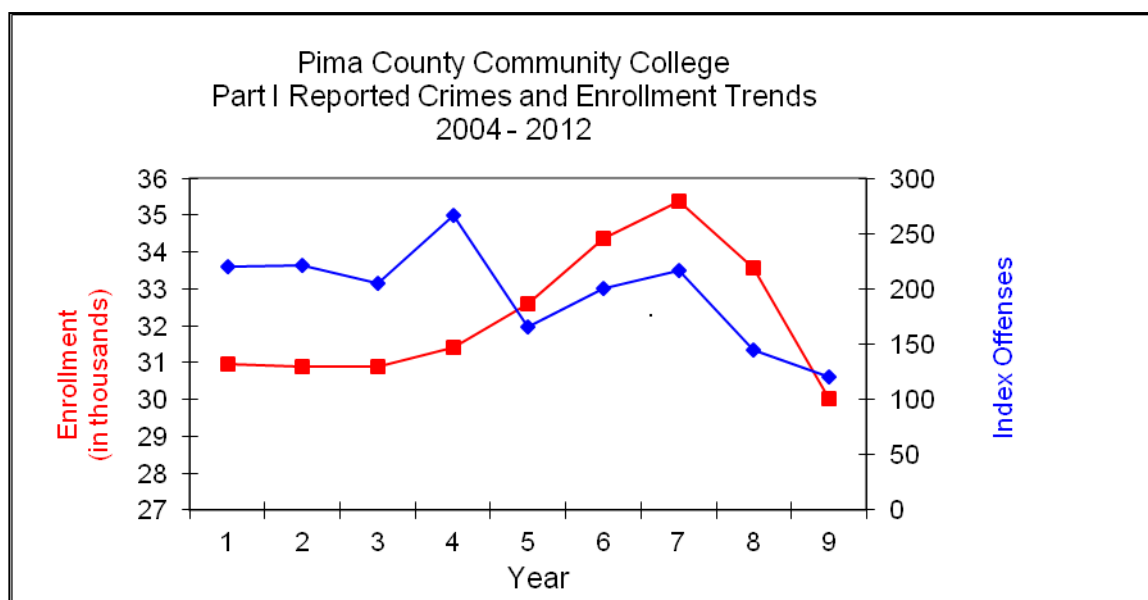
- The College Police should be an integral part of the planning for and implementation of the Emergency Notifications Systems. They are typically the first to be contacted in an emergency situation and, as first responders, should logically be included in the decision-making process as well as perhaps be the main initiator of any emergency communications to the Pima faculty, staff and student community.

## Security Technology Planning / Implementation Model



## POLICE AND SECURITY ORGANIZATION AND SERVICES

The College Police Department is a fully certified law enforcement agency chartered in January 1979 by the Pima County Community College District Governing Board. At present, the Department is headed by an acting Chief of Police who, under a recent executive reorganization, reports to the Vice Chancellor of Facilities. The Department is functionally organized into patrol, administration/support (investigations, training, property/evidence, and records), Communications/Dispatching and Community Service Officers. Total current staffing is 53 with 29 full-time sworn law enforcement officers and 24 non-sworn staff. Annual reports indicate the level of staffing has been “flat” since 1995 and is consistent with data submitted to the Uniform Crime Reporting program.



Determining optimal staffing levels for police, particularly on a campus, is difficult. It is often assumed that the number of students or headcount enrollment requires a particular ratio. However, some unpublished research suggests that built space square footage has a higher correlation to the number of reported offenses. Using Part I data from the Uniform Crime Reports since it is reasonable to believe most of these offenses would be reported, we looked at trends in both enrollment and reported offenses for the entire

College. The correlation between these two factors is only .047. Calls for service are also significant indicators of the need for staffing, as is the diversity of the physical environment in which each campus is located. A regular and continuing analysis following trends of multiple data sources is most useful in determining the appropriate number of police and security staff required to provide an acceptable level of service.

If one subscribes to the principle espoused by Sir Robert Peel, the founder of modern day policing, that the primary purpose of the police is to prevent crime and that the absence of crime is a measure of effectiveness, using reliable reported data on criminal incidents is beneficial in determining appropriate levels of staffing. Peel noted that the test of police efficiency is the absence of crime. Also of significant importance are the numbers of calls for police service, those which require action on the part of officers or the department.

There is no current departmental-specific statement of mission or statements of vision, values, goals or objectives. This practice began about 2007 when a common, overarching Pima College mission statement was intended to serve as a Department statement. In earlier statements of purpose (2002 – 2010), the Department subscribed to a community-policing model in support of the educational objectives of the College. Principles such as service, trust, partnership, respect and diversity were then clearly articulated. Programs offered were workplace violence training, a campus watch, RAD – self-defense courses and other crime prevention initiatives. Patrol methods emphasized bike patrols, foot “beats,” and campus liaison assignments to further align with a community policing philosophy.

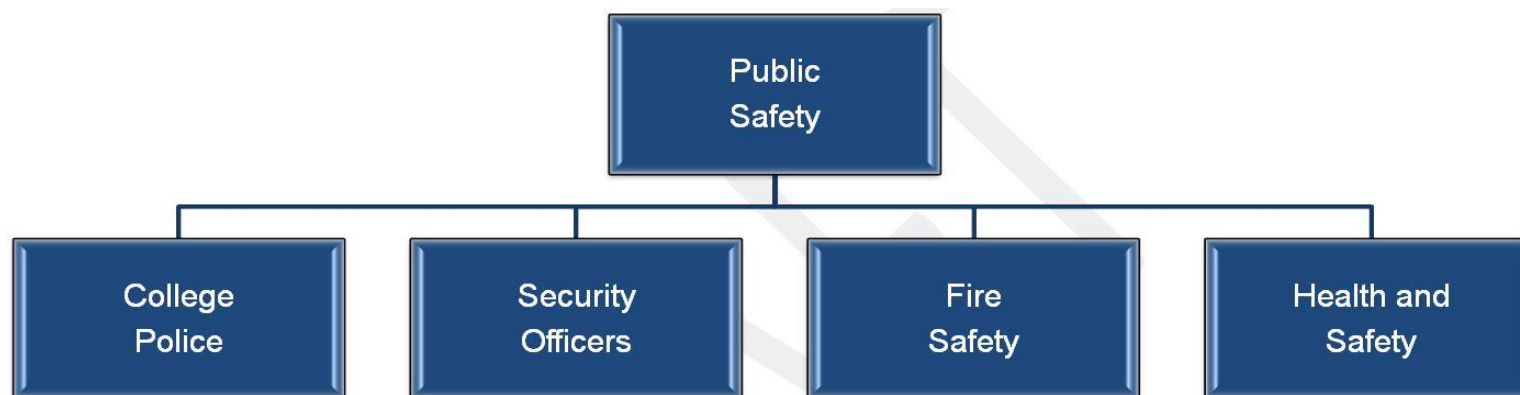
### **Recommendations:**

- The Police Department should update and adopt a statement of Mission, Vision and Values to reflect the priorities of the College and the Chief of Police. The mission should reflect what its broad base of stakeholders (students, faculty, staff and department employees) expects of the Department.
- The professional development of the Chief and Commander should be supported and encouraged. Involvement in local, state and national organizations of law enforcement executives enhances agency reputation and effectiveness. Department leadership should specifically consider membership in state and national organizations for higher education public safety and law enforcement such as IACLEA.

- Promote an organizational image or identity (brand) to encourage employee pride and improve morale by documenting positive traditions and the history of the organization with awards and commendations. Recognize key events while marketing programs and accomplishments with graphics, posters and uniforms.

### Security Organizational Structure at the College Level

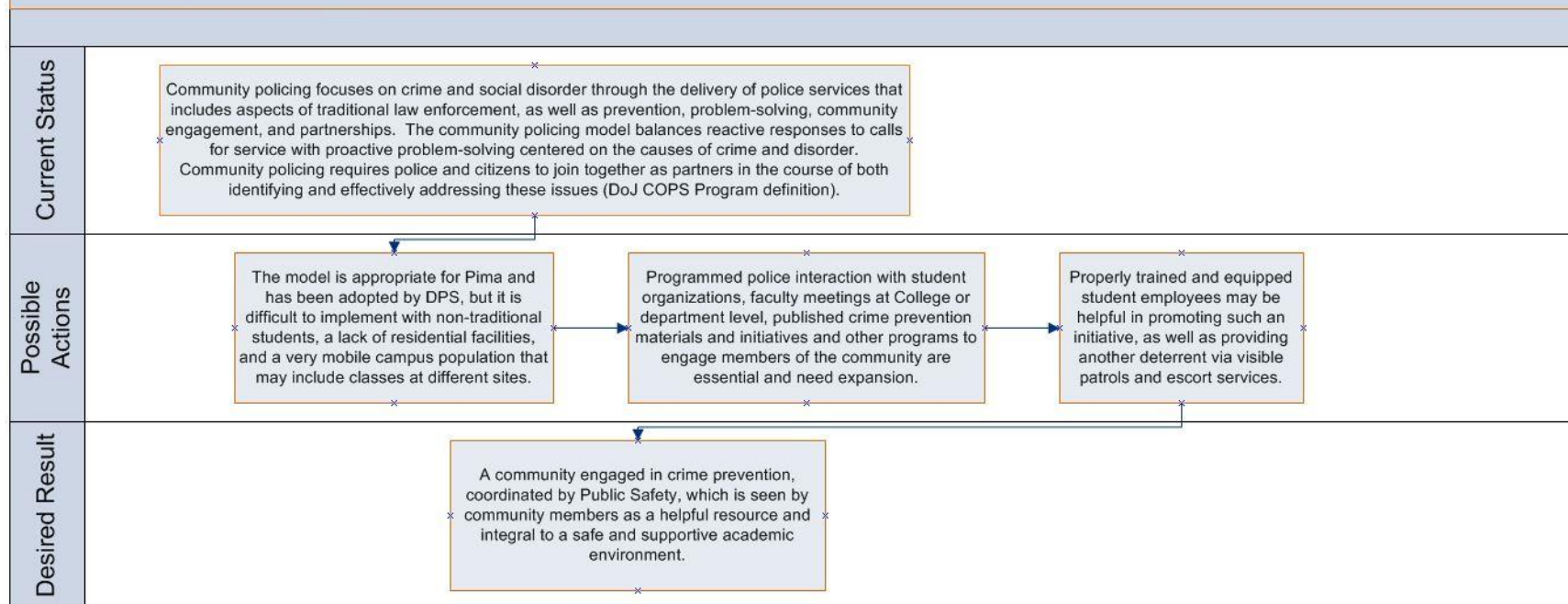
Currently, the organization of police and security services, reporting to the Vice Chancellor of Facilities, merges some functions into one department while the safety function reports as a separate unit. In order to give the operating units identity and function clarification, consideration of a Public Safety organizational model may be appropriate. Various references to the Department of Public Safety that seems to be the College Police Department in most uses. With increased awareness of various safety concerns, a separation of organizational function may be useful. Additionally, we believe that increased clarity of role and mission, as well as identity and skill development, might be enhanced if the security staff, Community Service Officers, were aligned in a separate “arm” of the Public Safety structure. In consideration of these factors, the following is offered as a possible model. While other measures would likely first be taken to enhance the role and mission of the Community Service Officers, a “target” public safety organization could be seen as an appropriate organizational goal.



Clearly two challenges exist: ensuring (1) a police presence and response to calls for service at the various campuses and (2) a visible security presence by clearly identifiable personnel committed to a preventive presence which, in most instances, will deter

many events. With appropriate training, organization and supervision, such security staff will, we believe, significantly enhance the perception of a safe environment.

## Community Policing Model



While a community policing philosophy is expressed, some elements of such an initiative for operational effectiveness were not observed. Members of the community with whom we spoke indicated having limited interaction with police officers and security staff yet a willingness to be engaged in crime prevention programming as well as preferring the regular visible presence of officers. In some instances, for example, police or security officers were observed and considered to be less engaging in the community as they performed other expected duties. The lack of sufficient officer staffing was given as the primary reason that more programs are not offered to members of the community.



There are challenges to implementing a community policing model. Elizabeth Cahn has previously outlined some to include: (1) time, scheduling and definitions of productivity; (2) not all staff is equally skilled or interested; (3) campus community norms and values around police and authority vary enormously; and (4) increased officer visibility may increase negative responses.<sup>4</sup>

**Recommendations:**

- Promote the Department identity on crime prevention and safety literature as well as “give-a-way” items used to reinforce a crime prevention message.
- Encourage Police personnel to participate in presentations and talks to share the expertise of members of the Department. Classroom guest presentations, student and staff meetings, organizational meetings and similar opportunities should be explored.
- Increase the use of foot and bicycle patrols or other means of transportation beyond cars.
- Reinstitute programs such as RAD, workplace violence training and campus watch to the extent possible with staffing levels.

Nonetheless, the benefits of proactive problem-solving, an enhanced quality of life, changes in the perceptions and fear of crime and fostering a supportive relationship between police and community make the community policing model faultless in a campus setting.

The Police Department has written policies and procedures covering operations and administrative matters in part the result of previous accreditation efforts. Internal affairs and personnel integrity matters are administered by the Chief and Commander. The citizen complaint process is transparent and openly available if requested by the public.

In 2001, the Commission on Accreditation of Law Enforcement Agencies, Inc. (CALEA) accredited the Pima Community College Police Department. The agency gained prominence from being among the first community college police departments to be accredited, and it remained in the program until 2003. The Department elected not to continue with CALEA accreditation after 2003

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<sup>4</sup> Elizabeth Cahn, International Association of Campus Law Enforcement Administrators, 2010.

citing budgetary and staffing constraints.<sup>5</sup> Peer agencies accredited include the University of Arizona Police, Arizona State University Police, Northern Arizona University Police, Tucson Police, and the Tucson Airport Police. Nationwide, 59 university and college police departments are CALEA accredited with another 28 in self-assessment.

In addition, the International Association of Campus Law Enforcement Administrators also governs an accreditation program. 38 college and university police departments are accredited through IACLEA with an additional 16 agencies in “applicant” status.

The most significant benefit of accreditation is that it provides a continuing process by which the agency’s policies and procedures are measured against nationally recognized best practices. Those in leadership of higher educational institutions and academic programs understand the importance of accreditation.

**Recommendation:**

- Pursue accreditation through CALEA and/or IACLEA. An additional non-sworn staff position with responsibility for Clerical compliance as well as accreditation could permit the administrative sergeant to direct police services. This new position might also permit better use of other clerical staff for improved data management and report quality control.

Overall fiscal support of the current police structure has improved significantly in fiscal year 2014. Once levels of service are determined, which will relate to appropriate personnel classification, additional budget support may be required. Similarly, while “one-on-one” contact between officers, CSO (Community Service Officers) and the community is perceived as limited, the use of other means of transportation such as electric vehicles may impact fiscal requirements. An expanded use of bicycles for not only Police but also for security staff could be an inexpensive addition to proactive patrol efforts on most campuses.

**Emergency Preparedness**

Educational centers are facing increasing security challenges ranging from campus violence to thefts and from vandalism to natural

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<sup>5</sup> 2001 Annual Report of Department

disasters. Like most college and university police agencies across the country, the Pima Community College Police Department prioritized its training and readiness for an active shooter/aggressor after the Virginia Tech and other campus shootings. Public safety administrators also solidified their connection with the behavioral and threat assessment programs across the College. We noted these efforts continue through a strong relationship with key areas, particularly Human Resources and the office responsible for the Behavioral Assessment Committee. Additionally, nearly two-thirds of the College Police officers are specially trained in Crisis Intervention Team (CIT) protocols to better respond to and assist persons in mental health areas. Campus Action Team members were found to have a good understanding of their role, and those interviewed took their volunteer responsibility seriously. Coordination of the CAT program is the responsibility of the Emergency Manager.

**Recommendations:**

- Senior administrative support and encouragement of the Police campus-wide emergency preparedness efforts are essential with specific emphasis on practical bi-annual tabletop and annual full-scale exercises emphasizing both internal and external communications and coordination.
- A thorough, detailed study of current organizational staffing should be completed. To fill an officer position 24 hours a day for one year requires 8,760 work hours. Position requirements at different times during the day may, of course, vary. While the ordinary work week is 40 hours, when considering days off and sick, compensatory, vacation and training time, covering a single position could require as many as 4.2 persons. The analysis of staffing needs should include variables such as calls for service, response time, built space, parking areas, special events and other factors that may impact the College's need for police services. A comprehensive assessment of such variables is also warranted in determining personnel needs.

**Community Service Officers**

There are currently 15 full-time Community Service Officers (CSO) at the College. These positions were recently classified as full-time with assignments to two shifts per day covering each campus. CSOs report directly to their assigned campus. With duties including receiving and documenting found property, assisting with vehicle lockouts and providing safety escorts, they deliver a useful, valuable service. They also lock and unlock campus doors and patrol on foot or in electric golf carts marked Police. Their

perceived duties are to observe and report, but they are often first responders to incidents that may require a Police officer.

**Recommendations:**

- Restructure the Community Service Officer program into a defined College Security unit.
- Create a supervisory position within the Security organization to promote identity and cohesiveness in operations.
- With the current organization, the Security organization could likely report to the Police Commander until a more comprehensive Public Safety structure is created.
- Assign CSOs to each campus promoting consistency and community awareness as well as improving the sharing and coordination of information with briefings and crime prevention programming.
- A more distinctive and identifiable uniform, provided by the College, would increase visibility and community awareness.
- Expand the duties and responsibilities of the CSO staff through formalized policies, resources and training which might include conducting crime prevention programs and safety training, reporting minor criminal offenses, collecting and processing basic crime scene evidence and reporting environmental hazards. Such job enrichment may contribute to longevity in the position.
- Transportation, such as the golf carts, should be identified as Public Safety or Security, not Police, to avoid confusion on role or community expectations. Selection of an appropriate position title other than CSO might also be helpful in clarification of role such as Security Officer or Police Aid.

**Delivery of Police Services**

Changing this arrangement may impact applicant interest in the Department. The literature is replete with examples of positive and negative aspects of this scheduling.

**Recommendations:**

- [REDACTED]
- Identify and track critical agency management data to support staffing needs for all positions.

In order to gather data, provide useful investigative information, enable timely and useful analysis of incident experience and assist with retrieval and archiving of police information:

**Recommendation:**

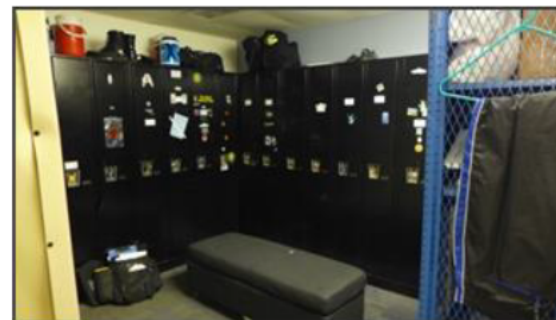
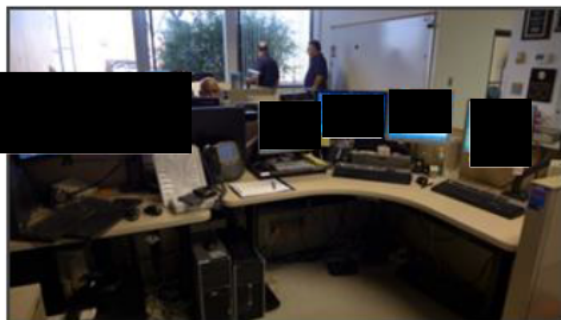
- Implement an RMS, records management system, for electronic police reporting and records management which increases security of information, facilitates information sharing, provides for analysis of data, trends and patterns of crime and suspects as well as permits workload measurement for determining staffing needs.

At present the police office, administrative and communications center are all co-located at the College Maintenance and Security Facility some distance from any campus location or the District Office. Space allocated for police operations are marginal for the size of the department with a deficiency in locker room space. [REDACTED]

Additionally, the Communications Center lacks key elements found in contemporary Public Safety Dispatch environments. For example, furniture and equipment have been installed over time with no consideration given in their layout to appropriate work space and ergonomics. The two dispatch operator workstation's systems and functions are not redundant, and multiple computers are

squeezed into floor space at each console. [REDACTED]

[REDACTED] On a positive note, an adjacent, dedicated equipment room that is properly conditioned and cooled does offer adequate space for housing radio communications and other support equipment.



#### Recommendations:

- Consider relocating the Police Office to a more central and visible location with more opportunity for interaction with members of the academic community. An open and accessible office location is more inviting and solicitous of service. While it may be temporarily necessary to retain the dispatch center and administrative offices in the currently location, planning for a future more central location should be undertaken.
- Whether relocating to a new Police Office or remaining in the existing location, strong consideration should be given to providing a Communications Center that offers contemporary, [REDACTED] amenities.
  - Implementing contemporary design approaches such as a completely separate equipment room appropriately cooled and conditioned for head-end equipment and a climate/thermostatically-controlled Communications Center with proper (task) lighting will create ideal conditions for conducting dispatch operations.
  - The use of contemporary console furniture that is purpose-built and optimally sized to house the systems in use will eliminate the physical constraints of the existing small console, be more ergonomically friendly, easily accommodate

new flat panel and radio communication technologies, as well as other streamlined equipment, and contribute to a cleaner, dust-free environment.

- An updated layout for this space should be properly configured with redundant workstations with a vision for managing and monitoring a possible CCTV platform and the existing intrusion detection systems.
- All systems should be sustainable using both emergency generator and UPS power.

When contacting other local law enforcement agencies, we found that relations between agencies are collaborative and professional. Joint training initiatives as well as special events bring various agencies staff together on a routine basis.

**Recommendation:**

- It is important to minimally maintain and preferably strengthen relationships with surrounding agencies. Interaction with federal law enforcement agencies could be enhanced with meetings to exchange information and training opportunities.

### **Annual Security Report – Requirements and Compliance**

The Annual Security Report, commonly Clery Report, is required by the 1990 Higher Education Act of 1965 as amended. Various amendments have taken place since it was original enacted. Also, in 2008 the enactment of the Higher Education Opportunity Act also added additional reporting requirements.

The College Police have endeavored to compile with accuracy the information and policy required to be reported. Two published reports were produced annually until 2011 when a single report containing statistics and policy statements began to be prepared on an annual basis. This annual report includes all required statistics designed by geographic locations.

We noted in our review that while crime prevention programs are included in the annual report but there is no specificity to program offerings. Also, an electronic notification of report availability, required for the annual release on October 1, is provided. Records of

this notice should be maintained to demonstrate compliance in the event of a future audit.

**Recommendations:**

- All administrative or staff personnel responsible for compiling required information and data should regularly ensure they are current with provisions of Clery, the Higher Education Opportunity Act, and Title IX provisions. Regular review of the Handbook for Campus Safety and Security Reporting, as well as the “Dear Colleague Letter” from the Department of Education in 2011, along with any future updates, is critical to compliance with federal law.
- It is beneficial to organize a “compliance team” to meet regularly to discuss the College’s response to the requirements. A routine review and identification of challenges and reporting challenges to ensure compliance is useful.
- Clearly identify Campus Security authorities and provide awareness training on reporting requirements at least annually.
- Consider instituting an electronic report writing system in the Police Department. At present, reports are prepared and passed “hand to hand”, delaying their review and “vetting.” This improved process would be beneficial in many regards but also regarding compliance on the Crime Log provisions of Clery.
- While electronic notice on the annual report’s availability is currently the practice, explore other means to alert the community.
- Requests for required statistics from other Law Enforcement Agencies currently takes place. Documentation of the request and any response should be maintained for possible audit. While such agencies are solicited for information it is not compulsory that they respond or provide details. We were advised, however, that such agencies that provide police services in reporting areas adjacent to the campuses of the College have historically been responsive. Nonetheless, continued documentation of this process is desirable.



## MISCELLANEOUS OBSERVATIONS

### Public Art

While no incident of damage or destruction was reported protecting such art for the benefit of all members of the community is important.



### Recommendations:

- [REDACTED] Each enhances the outside environment. [REDACTED]
- [REDACTED]
- [REDACTED]



## Medical Services

While somewhat unusual for a college campus, both the East and West campuses have health clinics that are not affiliated with the College and provide medical services to the broader surrounding communities. We were advised during our visit to East Side Health Center, MHC Healthcare, that few students use the services of the clinics. However, initiatives are underway to encourage more students to utilize the services available. While not reported to be a current security concern, regular contact by patrolling officers with clinic staff is important. A misperception of the possibility of “controlled substances” being available at the clinics might increase the risk of criminal behavior.

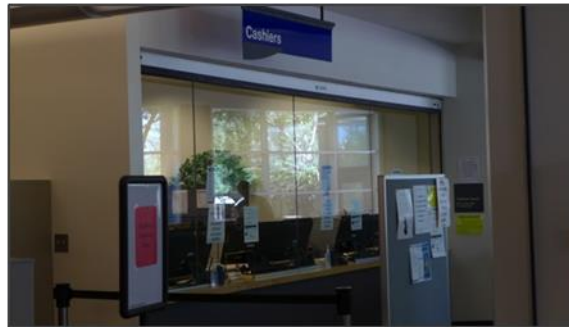
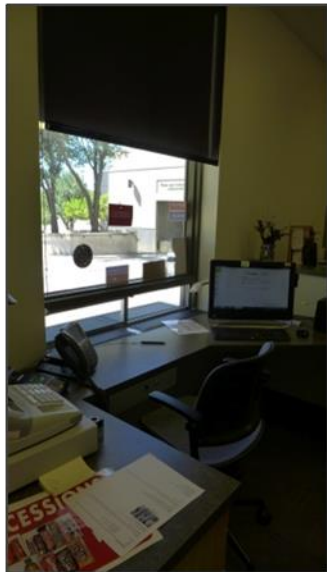


## Recommendations:

- [REDACTED]
- [REDACTED]

## Cashier's Offices

Cash handling and cashier stations exist on most campuses at open and public locations for the accommodation of members of the community. [REDACTED] Courier service from cashier stations to the bank is by armored car. [REDACTED]



[REDACTED]  
[REDACTED] The Theatre Box Office has good current operational procedures.

#### Recommendations:

- [REDACTED]
- [REDACTED]
- [REDACTED]  
[REDACTED]  
[REDACTED]

## Other

During interviews, focus groups, or staff meetings with various academic and business interests, it was consistently expressed that the area adjacent to the “downtown campus” was of concern. Areas surrounding the campus often result in members of the community, not affiliated with the College, to seek refuge or other accommodation on that campus. The divergent surroundings between East and Downtown for example, create anxiety for some members of the community downtown while those at East are comparatively unconcerned. Open access to some computer terminals, the use of library facilities, parking areas with unrestricted access and similar conditions promote inappropriate use of College space.



## Recommendations:

- To assist with reducing concerns, perceptions and incidents, all open computer terminals, in public spaces as well as libraries, should require a sign-on for access. While public access could be provided on limited terminals, a guest registration requiring an identification as well as possible time limits are reasonable measures to promote appropriate and timely use.
- Consider the registration of all vehicles using College parking areas. While one “sticker” for identification might be used on all campuses and no fee might be charged, posting notices of “restricted use” of space may be helpful in controlling use of parking areas. No fee for such service may be charged, if desired, the identification of vehicles would be beneficial for patrolling officers. Small areas for “public parking” for limited hours would necessarily be required.

## APPENDIX

### AMERICAN CLEARING HOUSE FOR EDUCATIONAL FACILITIES – CPTED APPLICATIONS



## American Clearinghouse on Educational Facilities

A Program of Tarleton State University, Funded  
by the United States Department of Education

### Crime Prevention Through Environmental Design (CPTED)

CPTED refers to how the physical environment, in and around a school, is used as protection. The following list is a CPTED resource list intended to assist school officials in applying CPTED principles to increase school safety. This list is intended to focus on the physical structure and design components of a school which may improve school safety. However, this list does not address the equally important procedural components of school safety. School officials are encouraged to implement these safety measures while remembering the need to balance safety and security with the day to day operations of the school. For additional CPTED resources please visit the ACEF website, [www.acefacilities.org](http://www.acefacilities.org).

#### CPTED Principles

**Natural Surveillance** – placing physical features to maximize visibility

**Natural access control** – guiding people with signage, well-marked entrances and exits, and landscaping while limiting access to certain areas by using real or symbolic barriers

**Territoriality reinforcement** – clearly delineating space, expressing pride and ownership, and creating a welcoming environment

**Management and Maintenance** – ensuring building services function properly and safely, exterior is properly maintained and organized with landscaping and plantings maintained and trimmed

#### Natural Surveillance

- Create clear sight lines for building occupants into open areas such as sidewalks, playgrounds, driveways, parking areas and other approaches to the buildings.
- Consider the use of elevations in civil landscaping carefully. Landscaped berms may mitigate risks but may also create hiding spaces.
- Ensure office personnel have unobstructed views of visitor parking and approaches to the main building entrance, as well as the vestibule area.
- Leave corridors and hallways free of visual distractions that can inhibit either natural and mechanical surveillance or intrusion motion detection.
- Coordinate locations of parking areas with office windows so approaches to the building can be observed by staff.
- Trim trees from the bottom at least 8' and shrubs should be pruned between 32" and 36" tall.
- Remove dense shrubbery that could hide covert activity.
- Plant thorn-bearing shrubbery as natural barriers.

#### Natural Access Control

- Place trees, dumpsters, and structures away from buildings to restrict access to low canopies, roof top, and natural access control.
- Place physical barriers around exterior gas, or water pipes, running along the building exterior.
- Increase standoff distances and place physical crash barriers to prevent vehicular access to building.
- Secure perimeter and playground gates when not in use.
- Secure as many doors from outside entrance as possible. Increase staff awareness around unlocked doors.

**Natural Access Controlled continued:**

- Distinguish the main entry point of school with walkways, signs, and secure it with emergency hardware that can be locked down via an alarm button or other device.
- Provide clear and concise signage to parking areas directing visitors, deliveries, parents, and busses to appropriate areas of the building and property.
- Designate entry points for delivery and commercial deliveries away from high-risk areas.
- Mark classrooms, common areas, and administrative areas with clear and concise signage. Consider hallway designations with Alpha Numeric characters “A, B, C” or colors.
- Limit access to, and enclose mechanical equipment with barriers protecting the systems but do not inhibit natural surveillance of the area.
- Keep restroom doors open allowing staff members to listen and/or observe illegitimate activities.
- Identify, secure, and control access to utility services with natural and/or man-made barriers.
- Consider enclosing site perimeter allowing single vehicle entrance during non-peak hours.

**Territoriality Reinforcement**

- Maintain clearly established transitional spaces between private, semi-private, and semi-public and public access spaces around the property. Consider the use of natural and manmade landscaping that does not limit natural surveillance or rod iron fencing that makes access difficult.
- Install uniform/adequate/security lighting around the exterior of the building. Coordinate lighting with the surveillance systems design and civil landscaping to reduce conflicts or shadow zones.
- Utilize landscape features to discourage access around windows or walls where graffiti may occur.
- Post signs around the property indicating the campus use of surveillance, trespassing policies etc.
- Post speed limit signs at all driveway entrances and coordinate traffic with local, or school district, law enforcement to regulate speeding on, or around, the property.
- Ensure crosswalks are clearly defined and staffed with personnel in, or near, traffic carrying two way radios, whistles, and wearing traffic safety vests.
- Establish visitor management processes including the use of brightly colored lanyards, credential exchange (e.g. keys for I.D.’s)
- Differentiate security levels with interior barriers.
- Consider relocating mailrooms, loading docks, storage areas, and lobbies away from high traffic areas or densely utilized areas.

**Maintenance**

- Remove all evidence of vandalism, or graffiti, immediately.
- Keep walkways in good repair to reduce the threat of tripping hazards.
- Replace broken windows immediately to limit the impact on HVAC systems or security.
- Keep vegetation in order to prevent hiding areas or blocking natural or mechanical surveillance.
- Replace damaged or burned out lighting. Upgrading exterior lighting from older sodium based systems to newer systems, such as LED, may improve surveillance coverage.
- Ensure exterior door hardware and closers are in good working condition.
- Routinely test motion sensors in the intrusion system or access control systems. Test functions such as emergency lock down buttons to ensure programming.
- Ensure roof hatches are secured from the inside and that the padlocks are secure.
- Routinely check the building intercom system ensuring adequate coverage over open areas such as parking lots, pick up and drop off areas, and playgrounds.
- Verify staff radios are charged and function in areas outside the building (pick up and drop off, playgrounds).
- Implement periodic water quality testing procedures.



# CPTED 101: Crime Prevention through Environmental Design — The Fundamentals for Schools

## National Clearinghouse for Educational Facilities

Tod Schneider  
2010

**CPTED 101** applies to both new and existing schools and is built on three simple concepts: **natural surveillance**, **natural access control**, and **territoriality**. If your school layout seems unsafe, adopting a few CPTED fundamentals may help make it significantly safer.<sup>1</sup>

**Natural surveillance** is the physical ability to see what's going on in and around your school. Solid walls, tall shrubs, parked cars, outbuildings, sculptures, large signs, and other obstacles can block natural surveillance. If there are locations on your campus where problems often occur, are they hidden from view? If so, look for ways to increase visibility. Some common approaches include:

- Installing openings or windows in solid walls, to increase visual exposure.
- Replacing solid walls with wrought iron fencing.
- Blocking access to the hidden area entirely.
- Removing any welcoming features, such as benches, that draw people into the hidden area.

If these relatively “natural” arrangements don’t do the job, install convex mirrors to provide visibility around corners, consider electronic surveillance equipment, or increase patrols.

The concept of natural surveillance suggests that the more lighting, the better. Paradoxically, it doesn’t always work that way. Sometimes good lighting attracts misbehavior, while darkness drives people away. Many schools have gone to darkened campuses for this reason. School resource officers have found that good lighting made schools ideal hangouts after hours, while

darkness discouraged kids from congregating. Those who did trespass after hours often were often easy to spot due to the glow of cigarettes or flashlights.

Room and furniture layouts within the school itself present especially good opportunities for improving safety. For example, the school receptionist is in a key position to conduct natural surveillance. Try sitting at the reception desk. What can you see, and what is hidden? Is your back to the door? Is there a high counter, a computer monitor, a vase, a poster, or a solid wall blocking your view of people approaching the school? Does a security monitor display images from throughout the site? Look for ways to remove obstacles and expand visibility.

If students can enter the school grounds through secondary entry points, consider relocating the librarian’s station, the school resource officer’s post, or even a snack shop to provide live, natural surveillance where none existed before. Frequently, posters on windows or even closed blinds are obstacles to natural surveillance. These are easily remedied. If teachers close blinds against glare, consider tinting windows or installing overhanging eaves to create shade. This reduces the need to close blinds and increases the ability of teachers to watch what’s going on outside.

**Access control** is the ability to decide who gets in and out of your school. Many schools have so many buildings, breezeways, unlocked doors, and open windows that access is essentially unrestricted, despite any rules to the contrary. At most, signs are posted suggesting that visitors report to the office, but nothing compels them to do so. If this is a problem at your school, some options include:

- Re-configuring as many excess entry doors as possible so that they automatically lock when closed and only serve as emergency exits.
- Replacing or re-configuring windows so that they can’t be used as entry points for people or contraband. In some cases, repairing the HVAC system is an essential step—if people are too hot, they’ll open the windows and

<sup>1</sup> See also the NCEF publications *Mitigating Hazards in School Facilities*, *Improving School Access Control*, *Low-Cost Security Measures for Schools*, and others at [NCEF’s Safe School Facilities webpage](#).



no policy is likely to stop them. Small windows or windows covered with grates are other possible solutions if they don't need to serve as emergency exits.

The fewer the entry points, the less pressure the school is under to try to staff them.

Don't, however, go overboard on access control. Every occupied space should have at least two means of egress. If a threat enters at point A (and this can be anything from a swarm of bees to a fire or gunman), students should still be able to flee through point B. Some specialized windows incorporate an emergency latch so they can be used as exits when needed.

The school receptionist should also have the ability to institute a lockdown with the touch of a button—most receptionists are not trained or equipped to deal with a serious threat otherwise. If nothing else, provide the receptionist with the ability to remotely lock the main entry.

**Territoriality and maintenance** are sometimes considered as distinct factors, but they're often intertwined. Territoriality refers to measures that reinforce a message of ownership over the school. The most straight-forward examples of territoriality are signs restricting access, directing visitors to the office, or posting campus closing times. (Gangs understand this concept and use it extensively, claiming turf by posting their own signs, usually recognizable as graffiti.)

Defining clear borders is another step that reinforces territoriality. A low fence or hedge around the edge of the school property may not physically stop a trespasser, but it helps identify where public space ends and school space begins.

Maintenance further reinforces territoriality—any unkempt part of the campus sends a message that no one is particularly concerned about or possessive of that part of the school. If the area behind the gym is used for dumping broken chairs, people will consider that area fair game for discarding just about anything else. If the area is generally neglected, it will also seem ideal for misbehavior.

Applying the most fundamental CPTED concepts, natural surveillance, natural access control, and territoriality, are the basic first steps to reducing crime on

campus. They are great places to start when it comes to improving school safety.

## References

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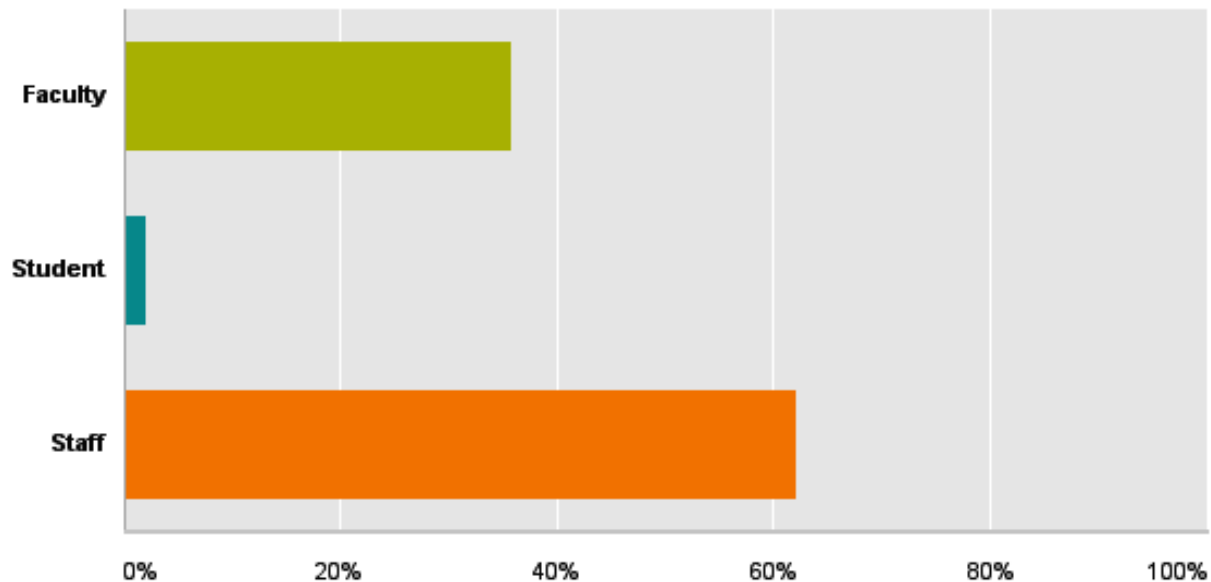
## Additional Information

See the National Clearinghouse for Educational Facilities annotated bibliography, *CPTED for Schools*, online at <http://www.ncef.org/rl/cpted.cfm>

## SUMMARY OF SURVEY ON PERCEPTIONS OF SAFETY FOR PIMA COMMUNITY COLLEGE

**Q1 What is your affiliation with Pima Community College?**

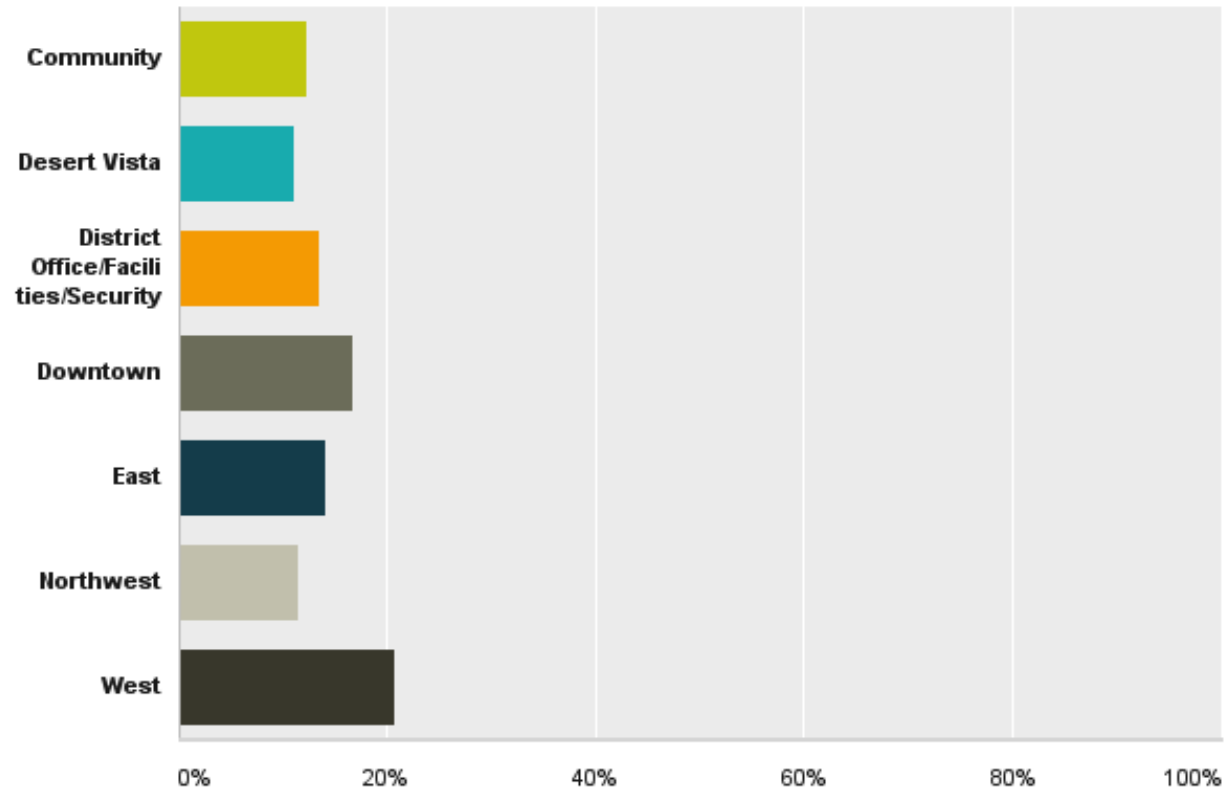
Answered: 797 Skipped: 0



As part of the assessment process, an online survey of perceptions was issued. A very good response from 797 participants demonstrates an interest in the subject of College security. Of those, 62.11% were staff and 35.76% faculty, with a much smaller 2.13% students.

**Q2 Which campus do you attend? (If you attend multiple campuses, please select the one most frequently attended).**

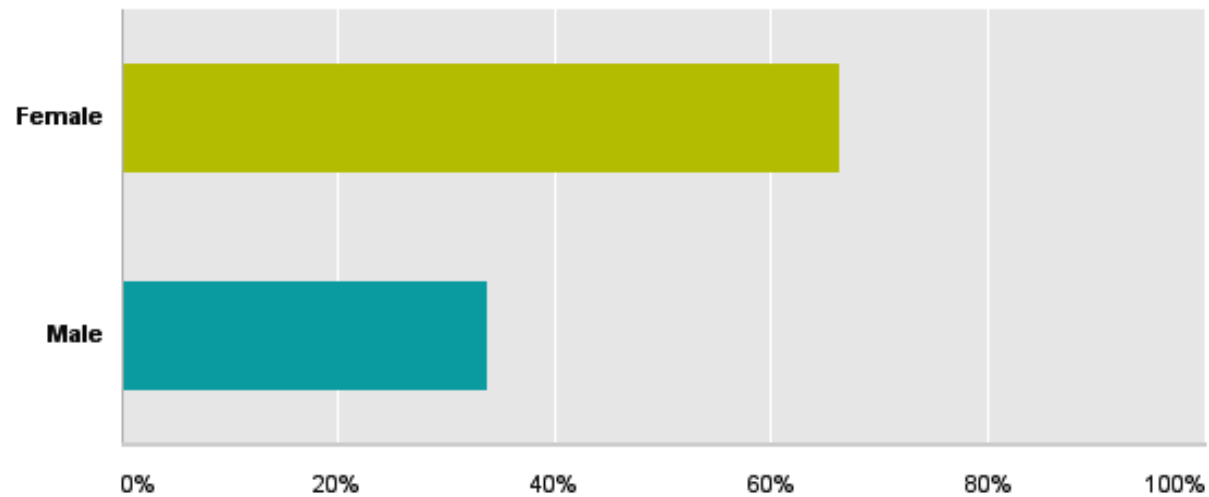
Answered: 797 Skipped: 0



The largest percentage, 20.83%, attend West Campus with 13.43% at the District Office, 16.81% at Downtown, 14.18% at East, 12.30% at Community, 11.42% at Northwest and 11.04% at Desert Vista.

### Q3 What is your gender?

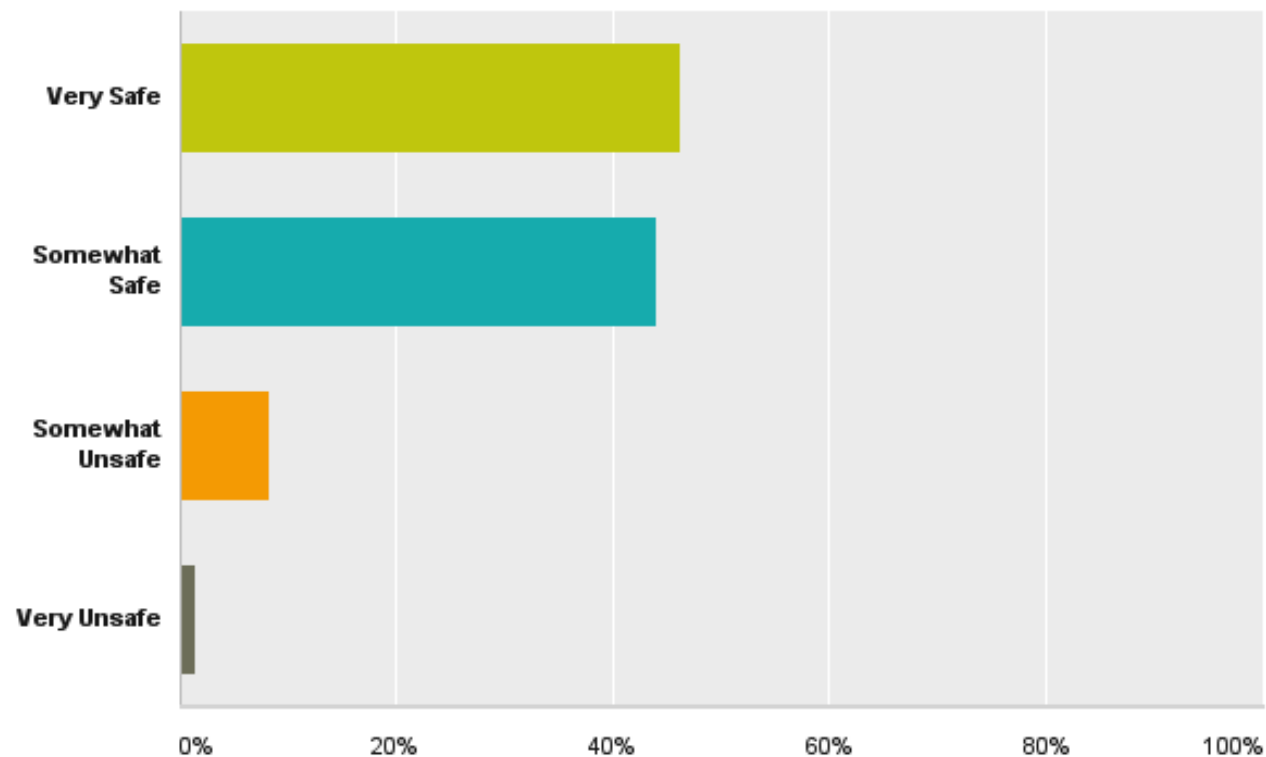
Answered: 797 Skipped: 0



As is generally the case, a greater percentage of respondents are women at 66.25% versus men at 33.75%.

## Q4 How safe do you feel on campus?

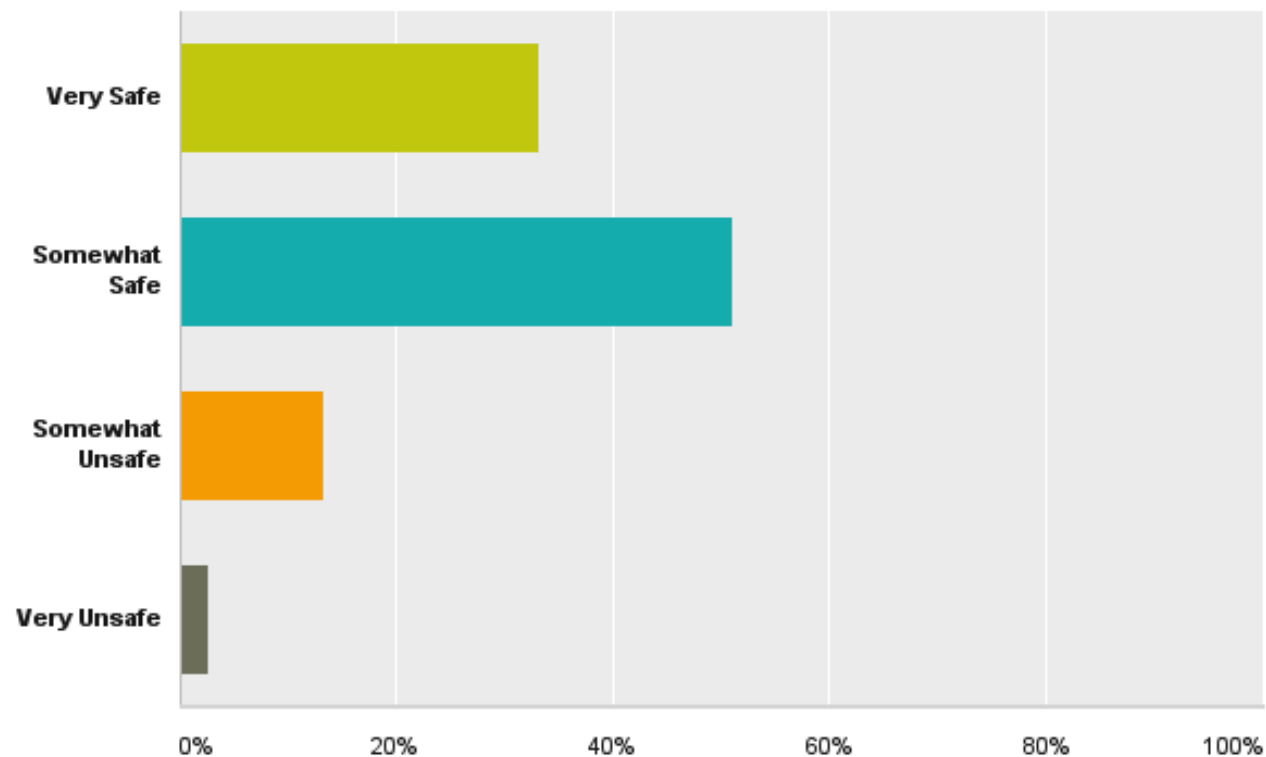
Answered: 789 Skipped: 8



When considering individual perceptions of safety on the campuses, 46.26% felt very safe and 43.98% felt somewhat safe, while 8.24% and 1.52% felt somewhat unsafe or very unsafe, respectively.

**Q5 How safe do you feel in Pima parking areas?**

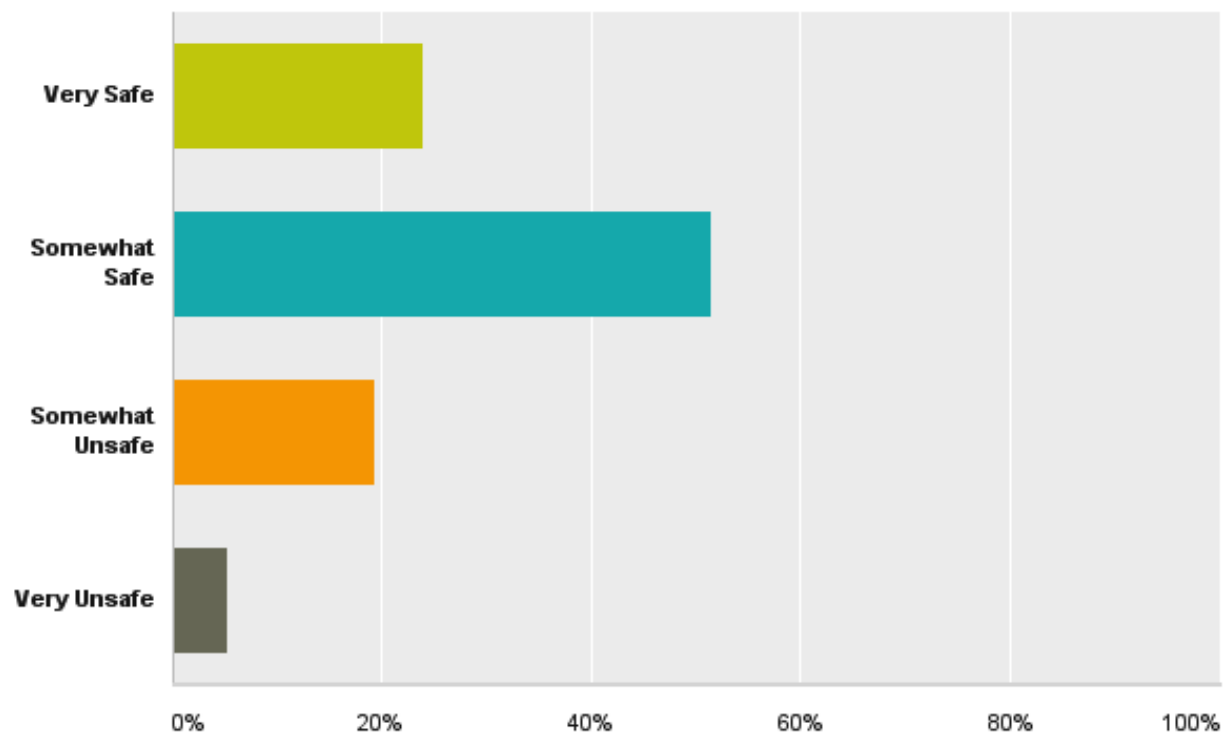
Answered: 794 Skipped: 3



Parking areas are perceived differently, with 33.12% feeling very safe, 51.01% somewhat safe, and 13.22% somewhat unsafe. Of the total responding, 2.64% felt very unsafe in parking areas.

**Q6 How safe do you feel in off-campus areas around your campus?**

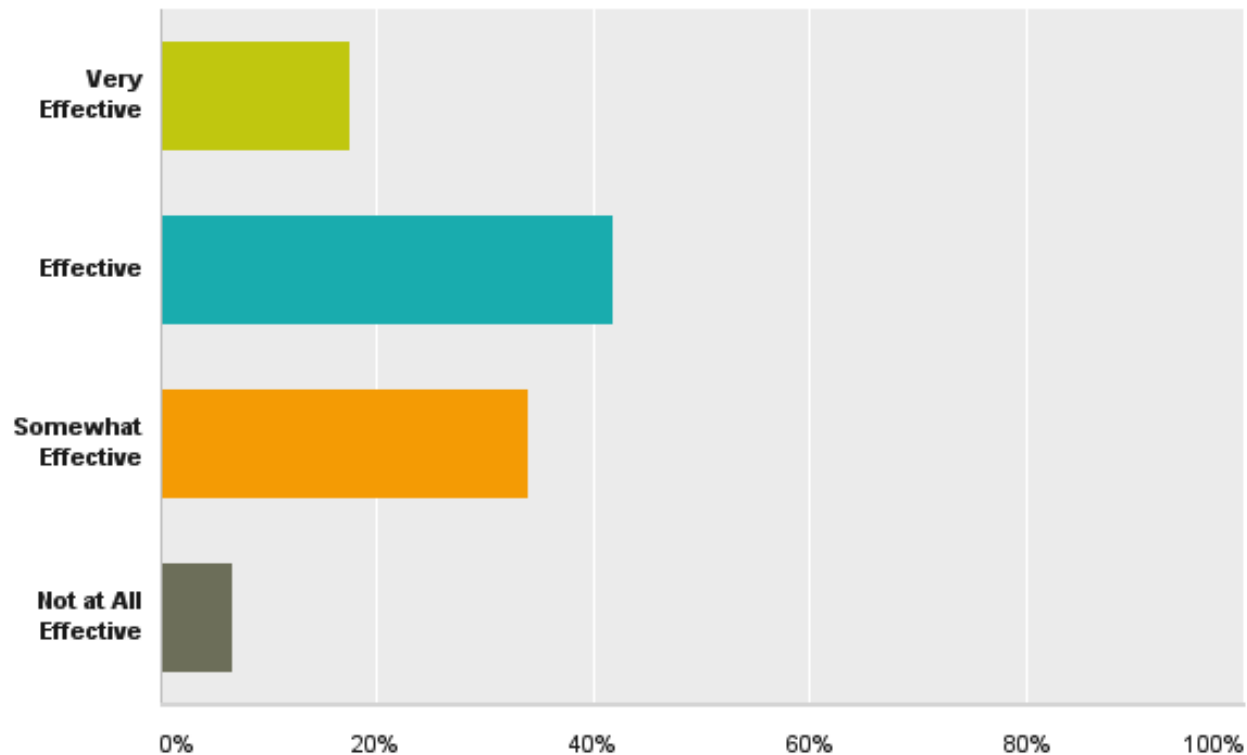
Answered: 782 Skipped: 15



A majority, 51.41%, felt somewhat safe in off-campus areas around campus, while 23.91% felt very safe. Of the remaining respondents, 19.31% felt somewhat unsafe and 5.37% very unsafe.

**Q7 How effective do you feel lighting is on campus?**

Answered: 791 Skipped: 6

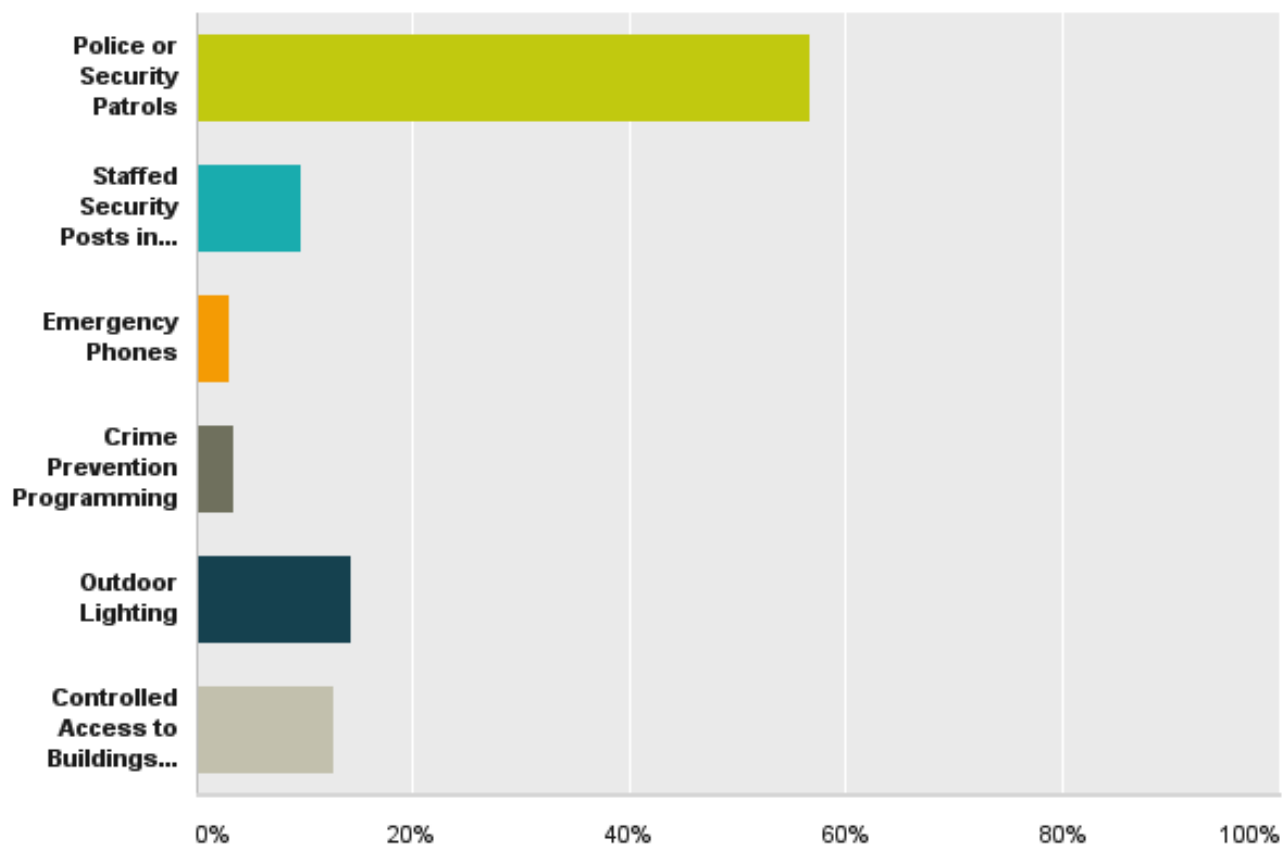


Also of interest is the perception of the effectiveness of lighting on the campuses. Of the total responding, 41.72% thought it effective, while 17.57% considered lighting very effective. However, more than a third, 34.01%, considered lighting only somewhat effective and 6.70% not at all effective.



## Q8 What do you feel is the most important single consideration regarding personal safety on campus?

Answered: 788 Skipped: 9



Perceptions of effective safety strategies vary somewhat, although a strong majority, 56.60%, favor police or security patrols while 14.34% consider outdoor lighting important. 12.69% consider controlled access to buildings of importance while 9.77% favor staffed security posts. Only 3.05% indicate emergency (blue light) phones, while 3.55% favor crime prevention programming.