Project Summary: Housing and Residential Education/ Vigilant Guard

Project Details

Goal and desired outcomes of the program or service:
On November 4, 2014 between 7:30am-3:30pm, the University of Utah held a campus-wide earthquake preparedness simulation, called Vigilant Guard, in which a reception center was set-up and tested by staff from Housing & Residential Education, EHS, and many other campus offices.

The primary goals for this exercise were to: 1) Practice support for life and life-saving functions 2) Exercise transportation to medical facilities in partnership with the Utah National Guard 3) Provide for individual basic needs while sheltering from weather and risk factors 4) Develop a communications and staffing plan to support safe and well verifications and long-term shelter movement.

Goal of assessment:
The goal of the assessment for the Vigilant Guard exercise was to evaluate the Vigilant Guard simulation held on November 4, 2014 as a means to better prepare staff in crisis response skills, and assess supply procurement needs for future exercises or real life scenarios.

Population sampled:
Any individual who attended and participated and registered their presence at the Vigilant Guard exercise received an electronic copy of the survey. This totaled 44 individuals.

Response Rate: 59.09% (26 of 44)
Administration Type: Electronic email survey via Campus Labs

Summary of Key Findings (Did your assessment accomplish your assessment goal? Was the desired outcome of the program or service achieved? Describe why/why not and what was learned. Include data to support your statements.)

Key findings collected from this survey indicated that participants found the following to be successful elements of the exercise: Communication among staff, set-up of the reception center, take-down of the reception center, timeliness of response, overall staffing structure, departmental cross-collaboration, supplies on hand/received easily, and food service.

Participants indicated that the following elements of the exercise could be improved for the future: The flow/layout of the center, communication among staff, care given to “survivors”, supplies on hand/received easily, overall staffing structure, departmental cross-collaboration, food service. These comments mirrored post-exercise conversations and debriefing sessions and reflect an overall need to continue focusing on space needs, staff structure, and supply procurement.
Staff found the following supplies to be most beneficial to the success of the exercise: Deployed Logix Tents, Pens, Paper, Clipboards, Cots, Whiteboards. Staff desired the following supplies for future exercises or real-life scenarios: Maps with road names, name tags, medical kit for EMT, blankets, radios, sturdy fencing materials, loudspeaker, stronger zip ties.

Overall feelings of preparedness as self-reported before the exercise as compared to after the exercise increased for all participants. And as a whole 100% of respondents felt “very confident” or “confident” in the University of Utah’s ability to provide care to survivors at a reception center following a real-life event which was seen as the biggest indicator of success in the exercises success.

**Actions Taken/Planned based on the findings from this assessment:**
Following the assessment, a comprehensive summary was compiled and shared with EHS and all Vigilant Guard planning team members. Actions taken following a reading of these results included: additional supply procurement (i.e. EMT kits, solar powered generators, etc), sharing of best practices at a national level via 2015 ACPA Convention Presentation, and future exercise planning goals/areas of focus/testing were identified.

**Alignment**

**Student Affairs Key Activity: Campus Community and Safety**

**Student Affairs Key Activity: Services and Facilities**

**Student Affairs Key Activity: Education and Outreach**

**Departmental Key Activity:** *Emergency Management and Crisis Response*

**Departmental goal this project addresses:** “Live simulations will be held with all ResEd staff each semester to prepare them for an actual event. The outcome will be a better prepared staff to attend to residents’ needs in the case of an incident or event.”

**Learning Domain Connection: Civic Engagement & Social Responsibility**

Please explain how this project connects to this Learning Domain (more information on learning domains can be found here): This project directly promoted community engagement and allowed for not only University staff and employees to participate, but also students within the community. The project directly allows for staff to plan and take action relating to possible environmental natural disasters and contribute to their community. Participation from students and campus partners was done on a voluntary basis allowing for expanded involvement as well.
Learning Domain Connection: Campus Community
Please explain how this project connects to this Learning Domain (more information on learning domains can be found here): The Vigilant Guard exercise included a variety of campus partners and allowed for increased cross-campus collaboration due to the nature of the work. Offices included EHS, HRE, Counseling Center, Athletics, Rice Eccles Staff, Risk Management and more.

Learning Domain Connection: Critical Thinking
Please explain how this project connects to this Learning Domain (more information on learning domains can be found here): Emergency preparedness and response, by its nature, requires one to utilize critical thinking skills. The planning, execution, and on-going assessment of this exercise required all participants to utilize critical thinking skills as new updates, information, and scenarios were presented throughout the exercise.