Preparing for the Unthinkable: A College and Community Partnership Focused on Emergency Preparedness

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Central Wyoming College
Presentation Objectives

1. Review the process for designing and implementing a campus Emergency Operations Plan.
2. Discuss the challenges and potential pitfalls of a large scale disaster event.
3. Review the benefits of integrating student learning outcomes into an interdisciplinary event.
4. Reflect on individual institution readiness for an emergency event on campus.
CWC serves three counties in Wyoming, with the main campus in Riverton, and outreach centers in Lander, Dubois and Jackson

- Fremont County: population 39,531
- Hot Springs County: population 4,555
- Teton County: 23,081

For perspective, the population for the entire state of Wyoming: 577,737 people

Higher Education in Wyoming

Casper College
Central Wyoming College
Eastern Wyoming College
Northwest College

Northern Wyoming Community College District
Laramie County Community College
Western Wyoming Community College
Snap Shot of CWC Locations
Who We Are, Who We Serve

Student Profile:
- 48% ages 18-24, 39% > 24 years old, 13% < 18 years old
- 59% female, 41% male
- 69.2% enrolled part time, 30.8% enrolled full time
- Race/Ethnicity:
  - 64.5% Caucasian
  - 11.15% Unknown/Undeclared
  - 9.58% American Indian
  - 9.43% Hispanic
  - 5.34% Something else (race/ethnicity not listed)
- 92.2% are from Wyoming
- 82% of degree-seeking students are at risk*

*Pell eligible, first generation college student, placed into developmental Math, Reading, English
Who We Are, Who We Serve

Top 10 Academic Majors - Enrollment

- Nursing
- Health Science
- Science (Biology, Physical Science)
- Business
- Education
- Psychology
- Criminal Justice
- Art
- Computer Technology
- Cosmetology

Student Engagement Activities

- Leader in Undergraduate Research
- Student Athletics:
  - Golf
  - Soccer
  - Volleyball
  - Basketball
  - Rodeo
  - Cross Country Track

Student Activities:

- Debate Team
- ~ 20 student clubs
Why Focus on Campus Safety? In 2018, there were 27 active shooter incidents...
The 27 active shooter incidents occurred in 16 states.

- Four incidents occurred in California.
- Three incidents occurred in Florida.
- Two incidents occurred in each of the following states: Illinois, Kentucky, Maryland, New Mexico, Pennsylvania, and Texas.
- One incident occurred in each of the following states: Alabama, Georgia, Indiana, Ohio, Oklahoma, Tennessee, Washington, and Wisconsin.

Ten of the 27 incidents met the criteria cited in the federal definition of “mass killings,” that is, “three or more killings in a single incident.”

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7 Investigative Assistance for Violent Crimes Act USC 530C(b)(1)(M)(i).
8 The statute does not address the inclusion or exclusion of the shooter. The FBI does not include the shooter in its mass killing statistics.
By the Numbers

27 incidents in 16 states
213 casualties – excluding the shooters
85 killed
  2 law enforcement officers
  1 unarmed security officer
128 wounded
  6 law enforcement officers
27 shooters – 23 male, 3 female, 1 at large
  10 committed suicide
  11 apprehended by police
  4 killed by police
  1 killed by citizens
  1 at large
9 incidents ended with the exchange of gunfire between the shooters and law enforcement
Casper College murder-suicide leaves three dead

A Natrona County Sheriff's deputy in tactical gear leaves the scene of a reported homicide at Casper College on Friday morning, Nov. 30, 2012, in Casper, Wyo. At least one person was killed and another was wounded Friday in an attack at Casper College, a community college in central Wyoming. It happened around 9 a.m., said school spokesman Rich Fujita. (AP Photo/Casper Star-Tribune, Alan Rogers) MANDATORY CREDIT TRIB.COM
Is Your College At Risk?

- Earthquakes
- Fires
- Hurricanes
- Tornadoes
- Power Outages/Loss of Communication
- Floods
- Terrorism & Active Shooter Events
### CWC’s Focus: Improving College Campus Safety and Community Disaster Preparedness

#### College
- Student/Staff Training – initially “Run Hide Fight”, then campus wide adoption of A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate)
- Student/Staff Alert Technology
- Focus on Campus Security – infrastructure and personnel

#### Community
- Requested A.L.I.C.E. training – completed 48 training sessions as of Sept 2019
  - Trained 740 college/community members to date
- Community response to large scale disaster disjointed, inconsistent, non-collaborative
Catalyst for Community-Wide Emergency Preparedness: Student Learning

- Statewide Nursing Curriculum
  - Student learning outcomes each semester focused on emergency preparedness
  - Forth semester – community

- County Emergency Services Needs
  - Communication technology

- Recent changes in active shooter emergency response
  - Local law enforcement had not yet trained using new guidelines
May 2018 Exercise: Planning

- Began Nov 2017 in nursing department
- Meetings with Community partners began Jan 2018
- Each group identified specific objectives they wanted to address with this exercise
  - Scenario selected and modified to ensure objectives included
- Focus = keep it simple and straightforward
May 2018 Exercise: Participants

Central Wyoming College:
- 30 second-year nursing students (Riverton and Jackson cohorts)
- 9 Medical Assistant students
- 6 Theater students
- 7 Security employees/students
- 13 Film students
- 15 Criminal Justice students
- 3 Marketing employees
- 11 Faculty members total (6 Nursing, 1 MA, 1 Film, 1 Theatre, 2 CRMJ)
- 2 CWC Counselors

Community-Based Agencies:
- 4 Classic Air Life Flight personnel
- 11 Riverton Police Department
- 2 Fremont Co. Emergency Management
- 1 Fremont Co. Public Health

#ACCT2019
May 2018 Exercise: The Scenario

At approximately 8:30 AM 1 Caucasian male with a backpack enters the CWC gymnasium armed with multiple handguns. The male then begins shooting people that were attending and playing basketball. Those who could escape did so. A total of 15 people were shot by the lone gunman. There are at least 5 fatalities. The gunman is dressed in blue jeans and a dark colored hooded sweatshirt. The only other description is that suspect is over 6 feet tall with a mustache.
Secure the Area

RPD engaged the shooter, eliminated the threat

- Campus Security Interns/Criminal Justice students paired with an officer, got real world experience by practicing three different active shooter scenarios, clearing a complex building, ensuring the safety of all individuals in the area
Triage Casualties

Classic Air and Nursing Students completed a trauma assessment for each casualty, which identifies who needs care first

- Each casualty gets a triage tag based on the severity of injuries using a universal color process:
  - Black – dead
  - Red – critical
  - Yellow – urgent
  - Green – non life-threatening
**EXERCISE ACTOR**  
**SYMPTOMATOLOGY TAG**

**Date of Exercise:** May 2, 2018  
**Casualty Number:** 1  
**Demographics:** Bradley L. Pitte  
DOB 5/16/2000 (18 yo)  
29 Gum Branch Rd. Riverton, Wy  
307-840-3755  
Reasonable: Cousin-Jolie J. Aniston  
Insurance: Kaiser  
Contact: Cousin-Jolie J. Aniston 307-840-3331  
Race: Black

**VISIBLE SYMPTOMS:**

Symptoms: gunshot wound to right lateral chest, airway intact, RR 38 labored, weak, regular, rapid distal pulses at 140 BPM, delayed cap refill time. Active uncontrolled bleeding noted to right bicep. Bubbling bleeding noted from right lateral chest.  
Abdomen soft, non-tender active bowel sounds

**PHYSICAL FINDINGS:**

VS: BP  HR  RR  Sao2  
Level of Consciousness: anxious, alert/oriented X2 (name & place) GCS 13  
Wounds: R bicep, R lateral chest

**ACTOR EXERCISE ASSESSMENT FORM**

Please complete the following questions at the conclusion of the exercise. This card is to be turned in at the checkout station at the exercise site. Please be accurate with your answers. Your cooperation is important and is appreciated.

**FIELD ASSESSMENT AND TREATMENT:**

A. How long did it take response personnel to contact you?  
   Immediately  delayed

B. Did you receive a triage tagged?  
   Black  Red  Yellow  Green  None

C. What actions did response personnel take as a result of their assessment?  
   Prepare for transport  Instruct to move to HS building

D. If conscious did someone explain your treatment?  
   Yes  No

E. If conscious were you given clear instructions:  
   Yes  No

F. What treatment was given?

**HOSPITAL TREATMENT:**

A. Once at the hospital how long was it until someone examined you?  
   <5 minutes, > 5 minutes, 10 minutes, 15 minutes, I was never examined

B. Were you given education about your injury or treatment?  

C. Did you see any problems with your participation in this exercise?  

D. What improvements would you suggest?
Red Room: Simulation Lab
Yellow and Green Rooms
Film Students

“This exercise allowed us to use all the film equipment to its fullest potential.”

“We’ve learned parts of our role during activities in each semester. Today we got to put all we learned together into filming a real action movie.”
Nursing Students

“I didn’t realize that the patients would just keep coming. It really showed me that I have to keep on task and communicate really efficiently with the team.”

“It was cool to see how different roles are so important to the team. I really appreciate the non-nursing team members I worked with today.”
The scenario included a few unexpected challenges for the nursing students...

“Well, I cried today. I am a mom to a 4-year-old. We had a 4-year-old come in to the “ER” during the scenario with an asthma attack. We assumed he was doing fine. We were not able to resuscitate him. I will never forget that I always have to keep assessing my patients.”
Debriefing with all participants
The good, the bad, and the ugly...what we learned from the first disaster exercise

- Good: scenario well planned, addressed all learning objectives, flexibility to train more than once, exceeded all expectations
- Good: facilities well suited for this type of exercise
- Good: accurately addressed potential negative impact to academics (scheduled during finals week - plan successful)
- Bad: additional first responders would have been needed if real, were not included in exercise
- Ugly: college response to exercise 100% absent (EOP not ready)
## Emergency Operations Plan (EOP)

### College
- Partnered with Dept. of Homeland Security (DHS)
- Worked with Campus Security and Admin to write plan
- Training sessions with college Emergency Response Team (ERT) and all college staff

### Community
- Participated in on-campus trainings from DHS
- Engaged with need to address overlaps in EOPs for other entities
  - Schools, Job Corps, Minimum security prison
  - Common language essential
May 2019 Exercise: Planning

**College**
- Focus on learning objectives for all participants
- College ERT role, testing EOP
- Planning began earlier (Oct 2018)
- Exercise involved more of campus, avoided finals week 😊

**Community**
- Additional community entities involved, more first responder participants
- Last minute call for additional volunteers
May 2019 Exercise: The Participants

Central Wyoming College:
- 34 second-year nursing students (Riverton and Jackson cohorts)
- 9 Medical Assistant students
- 3 Human Services (Counseling) students
- 6 Security employees/student interns
- 14 Film students
- 8 Criminal Justice students
- 3 Marketing employees
- 11 Faculty members total (6 Nursing, 1 MA, 1 Film, 2 CRMJ, 1 Human Services)
- 2 CWC Counselors
- 9 ERT members

Community-Based Agencies:
- 5 Classic Air Life Flight personnel
- 10 Riverton Police Department
- 5 Fremont County Sheriffs Deputies
- 2 BIA Officers
- 3 Riverton Volunteer Fire Dept members
- 2 FBI agents
- 2 Fremont Co. Emergency Management
- 2 Fremont Co. Public Health

Community Volunteers:
- 39!!! Individuals from RHS students, WRHS students, CWC faculty/staff, hospital staff, Job Corps, interested community members
May 2019 Exercise: The Scenario

At approximately 7:45 am this morning an unknown person entered Mote hall with an explosive device that detonated just inside the main doors at the bottom of the stairs while students were exiting the building. At this time there are an unknown number of injuries or deaths. Campus security has been notified as well as our local community partners.
What we learned from the second exercise...more good, less bad, no ugly!

- Good: successfully met all objectives
- Good: scenario allowed for three events
- Good: accommodated significant increase in participant numbers
- Good (and a bit bad): gave the EOP a good test drive = needed revisions, clear up-front expectations
- Good: identified areas where the college needs to define additional partnership needs (ex: road blocking barriers)
- Good: identified issues with addresses for college buildings in 911 system
Keys to success: identify goals, limits, challenges

• Identify goals and who should be involved early in planning, identify clear expectations
• Know your limits: facilities, personnel, equipment/supplies, time - identify boundaries and stick to them
• Marketing and public information is critical – involve in planning stage
• Determine where you need to do pre-preparation with key participants (students, faculty, staff)
• Rely on community experts, resources – don’t redesign everything from scratch
• Be purposeful in selecting scenarios
The Trustee Perspective...

College Benefits

Community Benefits
Thank you for attending our session!

Questions?