

*Design Document*

# College Student Readiness: Model 2 (Peer Distribution)

*Prepared by Amy Goldberg  
for  
Karen Garmen  
HELP, Inc.*

*Monday, June 28, 2004*

# Table of Contents

- Table of Contents ..... 1
- Design Document..... 1
  - Overview ..... 1
    - Educational Context..... 1
    - Instructional Objectives ..... 1
- Needs Assessment ..... 2
  - Audience ..... 2
  - Data Collection ..... 2
  - Results..... 2
  - Recommendations..... 3
- Model Design..... 4
  - Delivery Method ..... 4
  - Components ..... 4
  - Instructional Process ..... 5
- Evaluation ..... 5

# Design Document

## *College Student Readiness: Model 2* *(Peer Distribution)*

### **Overview**

#### **Educational Context**

The County of San Diego is home to over thirty college campuses, with an estimated student population of 200,000 students. Currently, college campuses are considered to be “soft targets” for terrorist attacks. However, few, if any efforts have been made to promote student awareness of and preparedness for terrorist incidents, as well as other emergency situations. The College Student Readiness program is an effort which attempts to fill this gap by educating college students on the steps they can take to be more prepared for disasters and emergencies.

The aim is to serve the entire college population in the most effective manner possible. It has therefore been necessary to develop two distinct models for reaching students on different campuses. This model addresses the needs and processes of campuses, such as Grossmont College, that are *not* equipped with network systems that can reach all of its students via email. A separate model, ‘Email Blast’, has been developed to address the needs of campuses that do have such systems in place.

#### **Instructional Objectives**

The over-arching goal of the College Student Readiness project is to increase students’ awareness and preparedness regarding emergency situations, including terrorist incidents. The following three objectives and sub-objectives have been identified as the most critical aspects in building a safety and preparedness plan:

1. Students will demonstrate their awareness and understanding of **evacuation plans** by designating meeting places both outside of their homes and outside of their neighborhoods, where they can congregate with family members/loved ones in the event of an emergency.
2. Students will demonstrate their awareness and understanding of **emergency preparedness kits** by obtaining and maintaining a job aid that specifies items that belong in a kit, as well as where they can buy a ready-made one if they so chose.
3. Students will demonstrate their awareness and understanding of **communication plans** by creating and maintaining a communication plan, with the use of a job aid. The plan will contain personal contact information of family members/loved ones, as well as important emergency and medical contact information.

# **Needs Assessment**

## **Audience**

As San Diego State University and Grossmont Community College will be serving as the sites for the pilot implementation of the program, students at both of these campuses comprise the target audience. These student populations together represent 25% of the college students in San Diego.

## **Data Collection**

Four focus group interview sessions were conducted with students of these campuses in order to gain further insight into the target audience's attitudes towards emergencies and disasters. Discussion was moderated to focus specifically on the students' present preparedness levels, as well as their knowledge and perceptions of issues relating to the three designated objectives. Questions were also raised that attempted to shed light on factors that may impact their motivation levels.

## **Results**

### **Preparedness levels**

#### *Evacuation plan:*

Less than half of the students interviewed expressed that they had an evacuation plan in place. Of those that did, most explained that they were familiar with various paths out of their homes in case they needed to escape. The majority of students did not have pre-determined destinations and multiple routes for meeting up with loved ones in the event of an emergency. Several stated that they were familiar enough with the roads and freeways in their area to find alternate routes out of town.

#### *Emergency kit*

The over half of the participants possessed a sufficient knowledge of what items belong in an emergency kit. However, the majority of students said that they did not have a kit in their home or car. Most expressed that while they did see the importance of having a kit on hand, they simply had not taken the time or spent the money to own one. At least half of the students said that they would rather buy a ready-made kit than put one together themselves, but that they would not want to spend more than \$20-30.

#### *Communication plan*

A large majority of the students interviewed stated that they had not created a communication plan, although they were aware of what belongs in one. Some said that they did have a pre-determined contact person in the event of an emergency, but many did not have contact information on hand for local medical and emergency facilities. In addition, more than half of the students were not aware that their campus had emergency hot lines which would allow them to access vital information in the event of an emergency.

## **Motivations and perceptions**

### *Motivations/perceptions towards instructional approaches*

The concept of 'terrorism' consistently failed to resonate with students as a likely threat to their safety. Most identified the recent San Diego wild fires as an event that had a strong impact on their lives. Almost all students indicated natural disasters, such as the fires, as the type of emergency/disaster that they would be most likely to encounter and need to reckon with during their lives.

Personal safety and safety of family members ranked high as a concern for most students. This seemed to provide a source of motivation to complete actions items related to completing a safety and awareness plan.

Students responded negatively to instructional approaches that attempt to invoke fear or shock as a means of getting their attention. They tended to respond more positively to campaign styles that used either humor or matter-of-fact statements, like statistics, to convey messages.

### *Motivations/perceptions towards preparedness objectives*

Most students responded positively to a credit card sized job aid on which they would be able to write down important numbers and keep on their person. More than half said that if they were provided with such a tool they would feel compelled to fill it in, and would put in at least a minimal effort to obtain the suggested phone numbers and contact information.

A large majority of students stated that they relied heavily on their cell phones for storing and accessing important phone numbers. Many did not seem to take into consideration the possibility that their cell phones may not function properly in an emergency situation where networks are down or there is no electricity.

## **Recommendations**

Based on the findings above, the following recommendations were formulated for implementation into the design model:

1. The instruction should take a broad based approach to readiness, in that it should address emergency preparedness as a whole, rather than focusing on terrorism.
2. Family and personal safety should be emphasized in the instructional message.
3. Job aid support will be incorporated for each of the three preparedness objectives (evacuation plan, emergency kit, and communication plan).
4. The wallet card format will be adapted for use as both instructional and job aid support.
5. The importance of creating a communication plan will be emphasized as it relates to the issue of over-relying on one's cell phone.

## **Model Design**

### **Delivery Method**

The 'Peer Distribution' model will make use of blended learning techniques by utilizing face-to-face instruction, as well paper based materials and, possibly, video.

### **Components**

#### **Posters**

Posters will be used as a promotional tool for the campaign, and will provide multiple exposures to the theme. They will be displayed around the campuses, and will encourage students to obtain and read 'The Card'. The posters will provide minimal information on the nature of the campaign, but will not serve as an instructional tool.

#### **Wallet Card**

The wallet-sized card will serve as both the instructional material and the job aid support for the program. It will address the three instructional objectives, and will provide brief explanations of the steps to take to meet each:

- Evacuation Plan – The card will describe both small and large scale evacuation plans, and will provide fields for filling in destinations and contact information.
- Emergency Kit – The card will list the items that should be included in an emergency kit. It will also inform students that ready-made kits can be purchased if they so choose.
- Communication plan – The card will provide fields for students to fill in phone numbers for their communication plan. It will also prompt them to be aware of campus-related emergency resources.

The card will also contain educational messages as to the importance of achieving these objectives in regards to personal and family safety, as well as how their lives may be impacted in the event they lose access to electricity.

#### **Extrinsic Reward/Motivator**

Students that complete their card will be able to receive a free flashlight keychain. These will be distributed at a convenient location on campus.

#### **Peer Distribution Points**

Locations on campus will be designated as peer distribution points. Here, students will be able to obtain the card, as well as receive brief instruction on its theme from trained peer educators. They will also have access to assistance in filling it out, if needed, and will be given specific contact information for emergency resources in their area.

Any video material that is developed for the 'Email Blast' model may also be shown at the peer distribution points. This material would be brief, and would primarily serve as a motivator to spark student interest.

### **Instructional Process**

Students will most likely receive their initial exposure to the campaign through the posters described above, which will be displayed across campus (including restrooms). Students will be able to obtain their card at one of the peer distribution points, where they will also receive instruction and assistance with filling it out. Here, students will have access to vital information pertaining to their campus and living location, as well as to any motivational video material that may be developed for the 'Email Blast' model.

Upon successful completion of the card, students will immediately receive their extrinsic reward from their peer educators. If students choose to fill out their cards on their own, they will be able to obtain their rewards at a later point in time, most likely at the campus bookstore.

### ***Evaluation***

The pilot implementation of the program will take place from September 10 to October 1, 2004. During that time, program administrators will track the number of cards that are distributed. They will also track the number of extrinsic rewards that are given out. These two figures will be used to estimate the success rate of participating students meeting the instructional objectives.