

ShakeOut Survey

Results Overview



Date: 11/24/2008 8:22 AM PST
 Responses: Completes
 Filter: No filter applied

| # | Response |
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| 12. | Please provide suggestions for how we can help ensure your safety during an earthquake. |
| 1 | give instructions using the alarm system |
| 2 | We need more Building Marshals. |
| 3 | Include the Alumni House in the master plan. Our facility does not only house our department, we host events that can range up to 250 guests. PLEASE consider turning a speaker towards the house. |
| 4 | See #11 |
| 5 | See question 11 |
| 6 | have building marshals at outside of the building directing people where to go or to get away from the building |
| 7 | Better signs. |
| 8 | I think the appropriate emphasis was on drop, cover and hold on - the only other thing to add is do not go back into a building once you are out and do not rush the evacuation - |
| 9 | roll call out from EHS after drill, we were not clear on whether we call in on walkie talkie or what. |
| 10 | Within a week of the Chino Hills earthquake, I reported via University Advancement that two bookcases need to be secured in my office, especially since several items fell off (some breaking) into my pathway between my desk and the door. I am STILL WAITING for the bookshelves to be secured. |
| 11 | continued inspections of offices with suggestions for keeping things off high shelves, etc. |
| 12 | Enforce and regularly schedule preparedness classes or meetings within departments. Require departments to keep emergency supplies in a closet. |
| 13 | The drill master might indicate where people are to go when they evacuate. I know 150 feet away from the building is good, but what if you enter another building's domain (so to speak)? |
| 14 | I saw a lot of students standing outside Dan Black hall. Isn't that building full of chemicals? Perhaps if there were building marshals around or other emergency volunteers, they could direct people to safer areas. |
| 15 | Please continue teaching preparedness, even at the risk of being redundant. If we hear/see/read it enough, it'll sink in. |
| 16 | Make sure everyone is involved in your department, floor or area. Who does what? |
| 17 | Drill more often & make participation mandatory. Provide signage for distance from each building on the ground or on posts. People didn't know how far 150 ft from the building was. |
| 18 | Flyers to post in work areas. |
| 19 | Provide each office with a map of the closest evacuation staircase or route. |
| 20 | A communication to my home would be nice. |
| 21 | Fix the speaker/strobe in PA294. Instruct the campus police officers to actually HELP and not sit in their cars and watch problems until they are asked for assistance. |
| 22 | Secure office overheads, etc. |
| 23 | Will my building withstand a 7+ magnitude earthquake? |
| 24 | Make sure the evacuation personnel have bullhorns and to make students, faculty and staff stand a 150 feet away from the building. |
| 25 | I'm not sure there is other than being prepared. |
| 26 | Improve the alarm system in the T buildings. |
| 27 | students cannot get under desks, because they are chairs with side panels |
| 28 | A bit more on "after". Should we report somewhere, is there a general triage area? |
| 29 | We were not given much direction that I noticed about first aid/resource kits that we could put together in our workplace. |

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| | Maybe I just missed it, but we are doing it anyway - water, food and first aid. |
| 30 | Communicate with the building marshalls to ensure that all staff are at least 150 feet away from buildings. |
| 31 | See 9 above. |
| 32 | I think you're doing a great job. |
| 33 | More communication should be sent on all the exits. I believe there is more than one stairwell, if a real earthquake were to occur everyone should know that there is more than one stairwell to exit. |
| 34 | I know my office space is full of hazards... give me an extra day some time to fix it! |
| 35 | I think that this campus is doing a great job and there is not much more that you can do. |
| 36 | Since we moved into College Park we have not been told where stairways are, alternate ways to escape the building in a disaster, there are no signs anywhere giving disaster directions. |
| 37 | There is an internet email that has been virally forwarded over the past year by a self-proclaimed expert who says to never ever get underneath a desk, to only place yourself beside a large object so as not to be crushed, but he doesn't explain how to protect one's head. I've heard there is a site that debunks this approach, and yours seems to be different. However, the day before the drill, I asked colleagues what they would tell their students, and the consensus seemed to be that getting under desks was dangerous. If that is misinformation, how do you counteract it? |
| 38 | Make sure the buildings are stable. I think that's the most anyone can do. |
| 39 | continue to secure items that may fall. Mandatory battery backup lights in rooms with no windows. |
| 40 | N/A |
| 41 | Offer consultations about earthquake bracing |
| 42 | I think a stronger effort to delineate safe distances from buildings might help (perhaps immediate response by community service officers and/or Building Marshalls with yellow caution tape, hand-held, spaced perhaps ten feet apart, alongside certain high-risk building exteriors might limit people from getting into a compromising position whereby they might be injured by falling debris. |
| 43 | send reminders of what to do and how to do it |
| 44 | Make sure people move down the stairs quickly, without chatting all the way, when evacuating. If you are at the top of a tall building, it takes forever to get out. Humanities Bldg. during any fire drill is an excellent case in point. |
| 45 | COMMUNICATION |
| 46 | Please see the comments I've made for earlier questions. |
| 47 | My bookshelves are still not fastened securely. Work order is in, but not completed. |
| 48 | Provide first aid kits, supplies or earthquake kits in classrooms or hallways. |
| 49 | How would individuals be accounted for. Just a thought that maybe each discipline of faculty should have a designated meeting place. That way some office would not necessarily be checked looking for specific faculty. |
| 50 | It would have been good to have communicated with Physical Plant staff, who may be needed during a real emergency, about what was happening and getting them involved in the drills would get them better prepared for a real emergency. If they don't practice, how are they going to know what to do during an actual emergency. I know you are working out the kinks at the higher level but there could have been some things the Physical Plant staff could have been working on during the drill. Even without being directly involved in the drill, knowing what was occurring during the drill would have been appreciated. |
| 51 | not much |
| 52 | Have key people(leads)that can keep staff informed. |
| 53 | Only I can do that and fully intend to do what needs to be done while helping others do the same. |
| 54 | the campus is doing a good job at securing bookshelves and removing posible hazards. |
| 55 | Ensure all employees check their work areas and provide a response that their areas are secure (cabinets, objects that can fall). They should send notification that they have checked their work areas ... many have not and there are still unsafe cabinets, items that can fall |
| 56 | as faculty, I am not aware of what I should do if I have a disabled person in my classroom during an emergency. Am I required to lift wheelchairs...how does that work? |
| 57 | as previously stated, a phone call to evacuate if there will be no alarm sounded or officers assisting us. |
| 58 | make sure nothing falls on me |
| 59 | Continue to provide information and drills to maintain the focus on preparedness and help identify things that can be improved. |
| | Should be floor leaders who wear a hat or vest or carry a flag so that we know who to ask for assistance/direction. Unclear |

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| 60 | exit patterns. Assigned evacuation regrouping area impractical and too far from exit for the classroom on the front side of MH. Furniture and bookcases not properly secured in my office. Lighting structures not secure for earthquake (suspended). |
| 61 | Here's a REALLY BIG problem: most of the desks in the classrooms where I teach are totally inadequate in respect to protecting students during an earthquake. In the EC building where I taught yesterday, and discussed the drill with students in the afternoon, the desks have wire book holders between the legs at the bottom. So, not only would the desks not cover an adult trying to hunch beneath them, but in many cases there's no way an adult could get beneath the desk because of the book holder. The only other option is the one teacher desk/table at the front of the room. When I asked a student who is at least 6 ft. tall what he would do in an earthquake if he was in that particular room, he said he'd have no choice but to shove me out of the way. I have no problem with that. I would sacrifice myself for his safety. But what about all the other students in the classroom? Undoubtedly this is not a problem in the classrooms where students sit at long tables. But in my experience at CSUF, that is NOT the normal seating situation in classrooms in the Humanities Bldg., University Hall, Education Classroom Bldg., or McCarthy Hall. |
| 62 | We need earthquake kits at our job sights or state vehicles and we need better training and a new meeting area away from hazards. Our mngrs should better prepare us |
| 63 | Please see previous remarks |
| 64 | see previous |
| 65 | Identify specific meeting places and make floor marshalls more visible. Secure furniture that may fall over during a quake (requests were submitted in July and still have not been taken care of). |
| 66 | Complete bolting of large furniture. |
| 67 | We should all have rosters so we can determine if all staff are accounted for. Are there any other items that we should add to that roster? A checklist or suggested list would be helpful. |
| 68 | Glow-in-the-dark floor numbers in the stairwells would be helpful, especially there are 12 steps between upper floors but 14 steps in the first two flights of steps in the central stairwell of the library. If someone in the dark is counting steps to get out, those extra two steps that break the pattern could cause someone to fall and clog the stairwell, not to mention cause many injuries. |
| 69 | Get better prepared, and organized other wise we will not make it in a real emergency!!!! |
| 70 | Work to familiarize faculty, staff and students with where it is proper to go during a drill. |
| 71 | Better train the building marshalls and floor monitors of what their responsibilities are during an emergency. Have that training information relayed to all CSUF employees so they know who is in charge in their area and what the responsibilities are. |
| 72 | in college park on the 3 floor there is no evacuation plan posted anywhere. we should have something posted. |
| 73 | list where people should evacuate to in the stairwells of each building. |
| 74 | see previous comment. Thanks. |
| 75 | What should we do if in a real emergency we are stuck in the building? How would we account for aftershocks if we are evacuating after the first shake? |
| 76 | I'm not sure if this happened, but I think a building marshall should check the stairways/hallways/exitways that we are going to use before we all stampede down them. |
| 77 | You could have daily drills and everyone could be informed of what one should or should not do. If and when the day comes the situation itself will control the reactions that are taken. I ducked, covered and held under my desk as informed to do so but on the REAL day I still think my tendancy may be to run as I feel I have little chance to survive with 10 floors of concrete above me. |
| 78 | What is the responsibility of the building marshall when a person will not leave the building |
| 79 | Covering under our punny desks is laughable. |
| 80 | Connect the parking office to the alarm system and innercomm system and give our area an evacuation plan if we don't have the help of a marshall or directional staff. |
| 81 | ensure all furniture is properly secured that needs to be; period office evaluations for safety hazards |
| 82 | Learn to turn off the system and come up with a better plan for the disabled. |
| 83 | Make safe buildings. Keep the stairwells clean, uncluttered and well-lighted. |
| 84 | Provide clear information about where (since I'm not a good judge of distance) to go after evacuating the building. |
| 85 | It was a slow process evacuating the building due to the volume of people using the stairs. That would be a concern in a real emergency - especially a fire. |
| 86 | Keep on doing drills - communicate how important it is to understand exit strategies and staying away from buildings. Make sure all faculty are comfortable knowing what to do - you tried with all the emails but they were extensive and busy people may have ignored them |

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| 87 | Find better ways to get people away AWAY from the buildings once evacuated. |
| 88 | Post Evacuation, there were lots of people waiting for the elevator to go back to their office. I may suggest that people avoid that and take the stairs in case of any aftershocks. I would not want to be in the elevator if that happens. Luckily, I'm in the 2nd floor of my building and I will take the stairs regardless. |
| 89 | Since I cannot kneel or squat (knee replacements), couldn't go under table/desk, so went into restroom, hoping a smaller room w/o items falling on top of me would be the best. Is that a good idea? |
| 90 | Continue to provide information about preparing for earthquakes and continue to hold drills. |
| 91 | Have designated areas to congregate or know where emergency services will be provided. |
| 92 | Offer emergency kits for sale for our offices (at cost). |
| 93 | same commenty |
| 94 | Training for what trades and staff will be responsible for and practice the steps of the procedure. Explain why 2-3 hours of standing outside T100 is necessary. |
| 95 | for students and TA's more information because most students and some TA's didn't even know their was an earthquake |
| 96 | Provide better training seminars for all to participate in. And provide to the staff a surefire line of communication to the command center for communications. |
| 97 | Give more information about what to do during an earthquake to students. |
| 98 | Run these drills twice an academic year. |
| 99 | Need a file cabinet in my office bolted to the wall. If it were to tip over during a quake — and I was under my desk — I would be trapped. |
| 100 | n/a |
| 101 | maybe some information as to the risk of being injured while under our desks, i.e. computer equipment/wires. |
| 102 | Involving more "safety" coordinators on each floor to rush to exits and secure the stairwells by giving instructions to the evacuees. |
| 103 | The College Park building has stairwell exits that are locked. You cannot exit the building from the stairwell on the first floor, you must proceed to the basement to get out. In the event of a fire or earthquake, requiring individuals to go to the basement and then follow a maze of corridors to exit is risky, and if there are deaths or injuries will lead to charges of blame. The simple solution is to require that the doors to the first floor exits remain unlocked. |
| 104 | When I ducked and covered under my desk, I found that I was down there with my unsecured CPU unit. I'm pretty sure in a large earthquake that would be pretty dangerous. |
| 105 | Make sure people don't trample upon you going down the stairs. Make sure the speaker system works (talking about College Park). When we had the earthquake I was the only one in the office and no speaker system came on that day. It was pretty scarry. |
| 106 | YOU CANNOT INSURE ANYBODY'S SAFETY IN A MAJOR DISASTER. |
| 107 | make sure students evacuate from DBH. many students sit on benches and refuse to leave |
| 108 | Building marshals are for buildings - you need outdoor marshals to coordinate movement of people outside the building - where are the bull horns for the students. Provide "evacuation" SIGNS for every single office on campus - so when we evacuate - we put the sign on the door handle - that way the fire/police do not have to check every single room. They have this at UC Irvine and it works very well. |
| 109 | Clear signs in classrooms and hallways directing persons to stairs (which are not well advertised in CP) |
| 110 | I think you have done as much as you possibly could |
| 111 | train all depts/building marshalls to have a roster and check-in method for employees of each unit. How would the campus know who's missing other than running license plates of vehicles left after a long period of time and fielding missing persons calls... |
| 112 | Keep provide up to date information. |
| 113 | I would like to know exactly what my responsibilities are as a faculty member in a classroom with adult students. In this drill, I made sure all students were under their desks before I got under mine. I also made sure all students were out of the classroom before I left the classroom. What else should I have done? |
| 114 | Have more speakers placed throughout all of the offices, so we can hear what's going on. |
| 115 | from what I have heard, people were clear on ducking and covering, people were clear that they were supposed to evacuate, but no one, including the orange vests, seemed to be clear on where people could or couldn't go once outside. |
| 116 | keep up the information flow and provide links to where people can get info about emergency planning and survival kits |
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| 117 | The Irvine Campus does not have enough water and food if we have to be here for 3-4 days. |
| 118 | Find ways to prevent books from flying about offices. |
| 119 | Give each department first-aid kits and a fire extinguishers. |
| 120 | We mentioned it above. |
| 121 | It would have helped to have building marshalls outside the building directing us to move away from the building. People did eventually, but it was not as fast as it should have been. |
| 122 | Give details, useful training to Building Marshalls. Give them higher profiles and status during drills. |
| 123 | If you mean during the shaking and immediate aftermath, there probably is little more to do other than put prominent posters up at gathering points--admissions office, food court, elevators, for example--with short bullet-pointed lists of what to do. |
| 124 | Continue to have these drills |
| 125 | make sure people know where to go once they leave a building...getting people out is only half the battle. |
| 126 | tell us where to get more information on current situation |
| 127 | Students need to be told to get away from the building. The ones I saw gathered very close to the building...which would be dangerous in a real earthquake emergency. |
| 128 | We should each have a earthquake kit made-up. We should designate floor captains for each floor in our building. We should have a special training for each department in the university to design a plan for preparation and response, and the university should make sure that this is not only done, but follow-through should be monitored as well. |
| 129 | Since the real earthquake, my desk and other office furniture has been secured. I do not know where and if our department has emergency supplies. |
| 130 | Instead of a writing pad or some trinket for my next little "achievement" on campus, maybe give out flashlights or a first-aid kit for my office. |
| 131 | All modular furniture should have doors. I have one that doesn't - right above my head when I'm sitting at my computer! Yikes! I guess to be safe, I need to order another piece with a door. I've also realized (after seeing the shaking at the simulator) that all modular overheads should (ideally) be kept locked or else everthing would just shake open the doors and fall out. It would be a pain, but be much safer. |
| 132 | We need more person-power to assist with managing the crowds after building evacuation. |
| 133 | n/a |
| 134 | figure out a way to secure the filing cabinets in our cubicles |
| 135 | Be proactive about securing bookcases throughout campus. |
| 136 | Do you have notes from your earthquake safety meetings posted on-line? I attended the shooter safety meeting, but could not attend this one. |
| 137 | NA |
| 138 | After we are asked to leave the building there should be a drill on how to exit via the stairs. Even though this was not the big one. There were a couple of people pushing to get down the stairs. Which was not necessary and more cause of injury. |
| 139 | Instruct the faculty to lead their students the correct distance away from the buildings. |
| 140 | I am actually not sure what to do if for some reason I cannot exit the building (stuck). |
| 141 | We probably need more education on where to evacuate to (evacuation area) and what to do if the campus closes. |
| 142 | It will be good if the police, or who ever is 24 hour around the clock have the alarm system key for the future drills, if any, and we need to stop it. |
| 143 | Just keep everyone well informed. |
| 144 | I noticed that a lot of the students were standing entirely to close to the building. I understand this was a drill but the purpose was to respond as if it were a real earthquake. I didn't see anyone tell them to step back or away from the building. |
| 145 | Physical Plant did well after the quake in July getting to offices to bolt bookshelves, etc. |
| 146 | First-aid kits should be distributed to each employee to be available for all emergencies. Recommended exit plans should be communicated to employess in the worst scenarios in according to each workplace. |
| 147 | Provide better shelter inside. No good place to duck cover and hold. My bookshelves are attached to wall with only flimsy lightweight brackets that clearly won't hold in any significant earthquake = not safe. Hopefully they will come and change them out to something sturdier. |
| 148 | i think there's no way to ensure safety. we need to make faculty and staff aware that their first responsibility to save students, NOT themselves. |

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