



OFFICE OF STUDENT CONDUCT
Fairness, Education and Accountability

**UC SAN DIEGO
OFFICE OF STUDENT CONDUCT
2014-15 ANNUAL REPORT**

UC San Diego Office of Student Conduct

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UC San Diego Office of Student Conduct

September 1, 2015

Dear UC San Diego community members,

Supporting the university's mission and distinctive college system, the Office of Student Conduct provides leadership for the student conduct process through its central coordinating, training, and advising role. We adhere to UCSD's Principles of Community and work to administer a thorough, transparent, and fair student conduct process that encourages participation by the campus community while holding students accountable for their actions.

This annual report describes the depth and breadth of our involvement in the campus community. Many people believe that a student conduct office merely enforces and upholds campus policies. However, a 21st century student conduct office is involved in a wide range of activities. These activities range from resolving student conduct cases to assisting with students of concern to serving on University-wide committees. Far from being pigeon-holed as the "rules enforcer", we are a central part of the overall student safety net at UC San Diego.

An important purpose of this report is to tell the story of our student conduct process. The statistical and assessment summaries provide detailed narratives about the impact our process has on UC San Diego students. They also debunk the traditional myths about our process, including that "everyone gets into trouble" and "no one is held accountable." In reading the report, you'll see that we try to strike a delicate balance between educating students about their behavior while holding them accountable when they violate the Student Conduct Code.

Finally, we look forward to spending greater time and emphasis this year on analytics relating to statistics and assessment. As you can see from this report, we have developed an extensive array of statistical and assessment data relating to our process. Much like "Moneyball" practitioners Billy Beane and Theo Epstein, I want to use our data to find hidden trends and data points to better serve our students and proactively address emerging issues and trends. We use our data effectively in reviewing full year trends but I want to increase data analysis during the academic year to develop future programs, schedule timely interventions, and inform decision making processes. We probably won't have a movie made about our use of analytics but it will make us a more effective office, develop a stronger student conduct process, and most importantly, provide more timely and effective services to our students and constituents.

Thank you for taking the time to read this report. We look forward to the beginning of another academic year here at UC San Diego

Sincerely,

Ben White
Director of Student Conduct

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MISSION, LEARNING OUTCOMES, AND STAFF

MISSION

UC San Diego (UCSD) is dedicated to learning, teaching, and serving society through education, research, and public service. To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism.

Supporting the University's mission and UCSD's distinctive college system, the Office of Student Conduct provides leadership for the student conduct process through its central coordinating, training, and advising role. The Office adheres to UCSD's Principles of Community and works to administer a thorough, transparent, and fair student conduct process that encourages participation of the campus community while holding students accountable for their actions. These principles are enhanced by partnering with the undergraduate Colleges, the graduate and professionals schools, students, and the greater University community to promote learning opportunities for students found responsible for Student Conduct Code violations that help them become responsible and community-minded individuals.

LEARNING OUTCOMES

- As a result of participating in the student conduct process and/or completing the Practical Decision Making Assessment and Reflection, students will be able to articulate the impact of their behavior on themselves and other members of the UC San Diego community.
- As a result of their resolution meeting with a Student Conduct Officer, students will have greater knowledge and awareness of the Student Conduct Code, the student conduct process, and potential consequences for further violations.
- As a result of participating in the Campus Alcohol Risk Reduction Seminar (CARRS), students will be able to identify and articulate practical tools and information for responsible use of alcohol.
- As a result of participating in relevant student conduct training programs, student participants (e.g. conduct board members, student advocates, and resident/house advisors) will be able to articulate a greater understanding of the student conduct process and their roles within the process.

PROFESSIONAL STAFF

- Ben White, Director of Student Conduct (fifth year at UC San Diego, fifth in position)
- Natania Trapp, Student Conduct Coordinator (eighth year at UC San Diego, second in position)
- Caitlin Meagher, Administrative Assistant (third year at UC San Diego, second in position)

STUDENT STAFF

- Natasha Azevedo, Marketing Assistant
- Lillian Chen, Student Assistant
- Julio Navarro, Student Assistant
- Brittany Norris, Graduate Assistant
- Jaime Torres, Student Assistant
- Abdulai Turay, Student Assistant

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TRAININGS, OUTREACH, AND EDUCATION

- **Administrative Resolution Training** – The Office of Student Conduct conducted two separate three hour comprehensive trainings for new Student Conduct Officers in February and May. The training focused on student conduct philosophy, due process and evidentiary standards, how to conduct Administrative Resolution meetings, and sanctioning principles.
- **All-Campus Resident Advisor/House Advisor training** – Resident Advisors and House Advisors participated in a one hour fifteen minute training session in September with Office of Student Conduct staff. Student Conduct Coordinator Natania Trapp, Graduate Assistant Brittany Norris, and Administrative Assistant Caitlin Meagher trained new RAs/HAs on applicable student conduct topics, including roles and expectations, report writing basics, and developing a greater understanding of the student conduct process.
- **A.S. Office of Student Advocacy Training** – Director of Student Conduct Ben White and Director of Student Legal Services Jon Carlos Senour conducted a three hour training for the Associated Students Student Advocates in January. The training provided an overview of the student conduct process, applicable due process protections and evidentiary standards, the role of the student advocate, tips for assisting students with Administrative Resolution meeting and Student Conduct Reviews, and strategies for asking effective questions.
- **“Basics of Policy Analysis”** – Director of Student Conduct Ben White and Associated Students Director Heather Belk conducted a presentation geared toward introducing students to the basics of developing policies and procedures. They presented to students through the Center for Student Involvement’s “I-Lead” program in March.
- **CARE Network Training** – The Office of Student Conduct and Council of Deans of Student Affairs partnered with Symplicity Corporation to facilitate training for CARE Network system users in October. The training focused on how to use the system, the benefits of the system, and answered specific user questions. Symplicity representative Jake Acton facilitated two sessions for system users.
- **Quarterly Workshops** – The Office of Student Conduct held three quarterly workshops during the academic year to provide professional development opportunities for Student Conduct Officers and communicate updates about policies, procedures, techniques, and approaches. We also honored the Student Conduct Officers and support staff with an end-of-the-year “Awards Luncheon”. This year’s topics included:
 - **“Statistics and Assessment”** (October) – This workshop discussed the 2013-14 student conduct statistics and assessment results with Student Conduct Officers and support staff. Key points of emphasis and reminders were communicated and discussed with attendees.
 - **“Student Conduct Mini-Debates”** (January) – Designed to foster discussion about key student conduct topics, the “mini-debates” featured two debates between teams of Student Conduct Officers. Director of Student Conduct Ben White served as host and moderator of the event.
 - The first debate featured Muir College Dean of Student Affairs Patty Mahaffey and Sixth College Assistant Dean of Student Affairs Debbie Deas against Sixth College Assistant Director of Residence Life Tony Jakubisin and Student Conduct Coordinator Natania Trapp. They discussed whether student conduct record keeping requirements are counter-productive to student development.
 - The second debate featured Revelle Dean of Student Affairs Sherry Mallory and The Village Assistant Resident Dean Jeff Hill against Revelle Director of Residence Life Malik Ismail and Warren Assistant Director of Residence Life Cesar Figueroa. They discussed whether colleges and universities are responsible for teaching students how to use alcohol in a responsible manner.
 - **“Getting Ready for Sun God”** (April) – This workshop, led by White, focused on key topics relating to the Sun God Festival and featured several guest speakers. ERC Resident Dean Rey Guerrero discussed applicable guest and hosting policies, Associated Students representative Colin King discussed the Triton Food Pantry, and Natania Trapp provided information about the Detox Center.

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White also discussed sanctioning (festival venue exclusions, sanctions for graduating seniors, off-campus jurisdiction, and detox sanctions) and other points of emphasis.

- **“Student Conduct Awards Luncheon”** – The Office of Student Conduct honored Student Conduct Officers and support staff with the “first annual” Student Conduct Awards Luncheon in June. Along with treating staff to lunch, White unveiled the inaugural Student Conduct Awards. Winners included:
 - **Student Conduct Officer of the Year** – Tony Jakubisin, Sixth College
 - **University Representative of the Year** – Debbie Deas, Sixth College
 - **Student of the Year** – Kris Nelson, Graduate Student Association
 - **Newcomer of the Year** – Maggie Tapia, Warren College
 - **The Director’s Award** – Corporal Nel Garcia, UC San Diego Police Department
- **Residential Security Officer Training** – Natania Trapp and Caitlin Meagher met with Residential Security Officers in September to discuss their roles in the student conduct process.
- **Sex Offense Hearing Panel Training** – The Office of Student Conduct, Sexual Assault Resource Center, the Office for the Prevention of Harassment and Discrimination (OPHD), and the UC San Diego Police Department jointly trained the members of the Sex Offense Hearing Panel on key issues related to sexual violence and sexual assault cases. Topics included: review of relevant policies and definitions, power dynamics and perceptions, counterintuitive victim behavior, roles and responsibilities, review procedures, and sanctioning.
- **Student Conduct Education Sessions** – As part of our goal to educate the campus community about the student conduct process and student rights and responsibilities, we deliver presentations to staff and student groups who interact with the student conduct process. This year’s presentations included sessions with the Chancellor’s Scholars and Global Seminars faculty.
- **Student Conduct Review Training** – In mid-October, Director of Student Conduct Ben White and Director of Student Legal Services Jon Carlos Senour organized and delivered a three hour training to the six college judicial boards and their advisors. New board members attended this initial introductory session focusing on the Review process, due process and evidentiary standards, conduct in violation of community standards, and questioning skills.

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CAMPUS INVOLVEMENT AND PROFESSIONAL DEVELOPMENT

• UC San Diego Committee Involvement

- Alcohol Issues and Trends Committee (Ben White, member)
- Behavioral Threat Assessment Team (Ben White and Natania Trapp, members)
- Bingham Scholarship Committee (Ben White, member)
- Case Management Group (Natania Trapp, member and co-chair)
- Clery Compliance Coordinator interview panels (Ben White, member)
- Coordinated Community Response Team (CCRT) (Ben White, member)
- Demonstrations and Sensitive Issues Committee (Ben White, member)
- Greek Awards Committee (Ben White, member)
- Intercollegiate Athletics Diversity Initiative Committee (Ben White, member)
- Residential Security Officer Interview Committee (Natania Trapp, member)
- Smoking Policy Committee (Natania Trapp, member)
- Student Conduct Standards Group (Ben White, chair)
- Sun God Festival Task Force (Ben White, member and chair of Policy & Safety sub-committee)
- Whistleblower Policy Review Committee (Ben White, member)

• Other Campus Involvement

- Director of Student Conduct Ben White is a member of the Leadership Team, VCSA Council, and Student Affairs Unit Heads groups organized by the Vice Chancellor – Student Affairs.
- The Office of Student Conduct helped operate the annual **Sun God Detox Center** in May. Specifically, the office was responsible for checking students into the Center and entering reports into the Advocate database.
- Director of Student Conduct Ben White, Student Conduct Coordinator Natania Trapp, and Administrative Assistant Caitlin Meagher served as judges for the annual **UnOlympics** competition held in October.
- Administrative Assistant Caitlin Meagher served as a facilitator for the Tunnel of Oppression program and Resident Advisor Group Selections for Marshall College and The Village.

• University of California System-Wide Involvement

- The Office of Student Conduct is a regular participant with the **University of California (UC) Student Conduct Officers group**.
 - Ben White and Natania Trapp attended the Fall Student Conduct Officers meeting held in November at UC Merced and the Spring Student Conduct Officers meeting held in April on the UC Davis campus.
 - The student conduct directors of each campus also participate in monthly conference calls to discuss issues impacting campuses. White represents UC San Diego on these calls and facilitated them from June 2014 to April 2015.
- White participated in several sub-groups and specialized initiatives of the University of California system-wide President's Task Force on Sexual Assault and Sexual Violence. These activities include:
 - Served as the lead for the Student Conduct Workgroup as part of the Task Force. White helped facilitate the creation of a "Statement of Values and Principles" for the group, specifically focusing on how UC student conduct offices address sexual violence and sexual assault cases.
 - Co-facilitated a group of colleagues tasked with developing Respondent Support Services programs for implementation at each UC campus.
 - Traveled to Washington D.C. in April as a part of a system-wide delegation to meet with congressional staff members regarding pending sexual assault legislation and to describe the efforts of the Task Force.

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- Serves as a member of a sub-group tasked with developing a system-wide framework for adjudicating sexual violence and sexual assault cases.
- White participated in a panel discussion (“Preventing and Responding to Sexual Violence at UC San Diego: A Coordinated Approach”) at the UC system-wide Associate Chancellors meeting in September 2014 about UC San Diego’s process for addressing sexual violence and sexual assault cases. Student Conduct Coordinator Natania Trapp participated in a similar panel discussion at the Seventh Annual UC San Diego Women’s Conference in February.
- **Professional Development and Involvement**
 - The Office of Student Conduct is a founding participant in the **San Diego Student Conduct Officers Group**. This group brings together the student conduct offices of San Diego-area institutions to discuss student conduct issues and engage in professional development.
 - The University of San Diego hosted the meeting in January with Ben White, Natania Trapp, Brittany Norris, and Revelle College Dean of Student Affairs Sherry Mallory representing UC San Diego.
 - For the July meeting, hosted by UC San Diego, campus attendees included White, Trapp, Mallory, Caitlin Meagher, Sixth College Assistant Dean of Student Affairs Debbie Deas, and Community Standards Board Chairs Rebecca Otten and Hayley Weddle.
 - White facilitated two-day training for the UC Irvine Student Conduct Review Board in September.
 - In October, White participated in a panel discussion, entitled “Careers in Law”, sponsored by the CSU-San Marcos Pre-Law Society and CSU-San Marcos Career Services Center.
 - White attended the Education Law Association Annual Conference in November at the Sheraton San Diego. Through the conference, he joined the School Law Reporter writing team, specifically focusing on education law cases adjudicated in the Western United States.
 - White attended a Stalking Symposium in February sponsored by the California District Attorney Association. Sessions included the use of technology in stalking, threat assessment of stalkers, and stalking in underserved communities.
 - Trapp attended Title IX Investigators training in February sponsored by the University of California Office of the President. Topics included investigation elements, complaint intake, case investigation strategies, and presenting findings and conclusions.
 - Administrative Assistant Caitlin Meagher participated in the UExplore program, which is a nine-month campus sponsored program for career exploration. The program is designed to assist participants in identifying realistic and appropriate professional development goals, providing them with the tools to make educated decisions regarding their careers.
 - Office of Student Conduct professional staff are members of the following professional associations:
 - **Association for Student Conduct Administrators (ASCA)** (Ben White, Natania Trapp)
 - **NASPA – Student Affairs Administrators in Higher Education** (Ben White, Natania Trapp)
 - **Education Law Association (ELA)** (Ben White)
 - **National Association of Clergy Compliance Officers and Professionals (NACCOP)** (Natania Trapp)

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POLICY DEVELOPMENT

The Office of Student Conduct proposed a set of revisions to the UC San Diego Student Conduct Code to go into effect for Fall 2015. These changes were approved by Chancellor Khosla and will be officially implemented for the 2015-16 academic year on September 15th, 2015.

Some of the key proposed changes included:

- Revising and realigning the student conduct process for Student Organizations.
- Including an electronic copy of the applicable incident report(s) with Administrative Resolution meeting letters and Student Conduct Review letters.
- Adding abuse/misuse of the student conduct process and misuse of prescribed medication, over the counter drugs, and/or other controlled substances to the Conduct in Violation of Community Standards.
- Eliminating non-binding, advisory sanction recommendations by Conduct Boards and Review Officers.
- Revising and clarifying the appeals and sanction reduction request processes.

The proposed changes were initially reviewed and discussed by the Student Conduct Standards Group for review. Feedback was received from the greater campus community during Spring 2015 in an open campus comment period. The full summary of approved revisions is available on the Office of Student Conduct website.

• Section II – Definitions

- Two definitions have been added to the *Code*. They include: “Notice of Inappropriate Conduct” and “Policy and Procedure Manual” (Section II, Letters M and N).
- Two definitions have been revised for greater clarity. First, the definition of “preponderance of the evidence” has been enhanced (Section II, Letter O). Second, the definition of “Student Organization” has been revised to include Intercollegiate Athletic teams and club sports teams (Section II, Letter X).
- We have also added a footnote to the weapons definition (Section II, Letter GG) to clarify that the term “knives” refers to any and all knives that state or federal law prohibit from being carried or possessed on a University of California campus. Such language is found in other University of California Student Conduct Codes (UC Irvine and UC Santa Cruz). (Footnote 1)

• Section VI – Roles and Responsibilities

- The Roles and Responsibilities for Deans of Student Affairs, Graduate Division, and Professional Schools have been clarified to state that they resolve reports rather than determine their initial disposition, which is the responsibility of the Office of Student Conduct (Section VI, Letter B (1)). This revision has also been made in Sections IX and X.
- Students at risk for suspension or dismissal will no longer meet with the Dean or their designee to discuss resolution options prior to an Administrative Resolution meeting since these meetings did not occur in practice. This provision has also been removed from Section X. Instead, the responsibility for imposing interim actions has been substituted for the deleted provision (Section VI, Letter B (2)).
- The Roles and Responsibilities of Advisors have been clarified and consolidated to better explain the differences between Student Advocates and other Advisors (Section VI, Letter G).

• Section VII – Conduct in Violation of Community Standards

- A new standard of conduct has been added to prevent students from instituting complaints in bad faith and/or attempting to discourage an individual’s proper participation in, or use of, the student conduct process. (Section VII, Letter AA).
- The controlled substances standard has been revised to include misuse of prescribed medication, over the counter drugs and/or other controlled substances. Currently, if these actions occur outside of a residential area, the Respondent may not necessarily be charged with a violation of the *Code*. The *Housing and Residential Life Policies* prohibit such actions and we wanted to ensure overall

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consistency (Section VII, Letter S). Additionally, Footnote 5 was added to clarify that medicinal marijuana is considered a controlled substance for purposes of the *Code*.

- **Section X – Resolution Options**

- Reports of incidents occurring in graduate and professional student on-campus housing facilities will typically be referred to the Office of Associated Residential Community Housing (ARCH). Currently, all reports involving graduate and/or professional students are referred to their respective offices. This change allows ARCH to address incidents occurring in their facilities rather than having them referred to another office for resolution. (Section K, Letter A(1))

- **Section XI – Administrative Resolution**

- When students receive an Administrative Resolution Letter, they may request to review case materials (e.g. incident reports, police reports, supporting documentation) prior to their meeting. Some Student Conduct Officers attach the reports to the letters while others provide the reports before or during the meeting. The revision to this section requires that case materials are included with Administrative Resolution Letters when they are sent to the student. This creates greater consistency and transparency because students will receive case materials prior to their meetings and prepare more effectively (Section XI, Letter A (4)). This revision has also been made for Student Conduct Reviews (Section XIII, Letter H) and Administrative Resolution meetings for Student Organizations (Section XIV, Letter G).

- **Section XII – Student Conduct Reviews**

- Language regarding college judicial board composition for Student Conduct Reviews was moved from Section XII (A) to Section XIII (B) (1) and (3) while language regarding school specific conduct procedures was moved from this same section to Section XII (B).

- **Section XIII – Student Conduct Review Procedures**

- A staff member from the Office of Student Conduct typically meets with the Respondent (and Complainant, if necessary) individually prior to scheduling a Student Conduct Review. This meeting is designed to explain the Review process, key deadlines, and answer any relevant questions. It also serves as an opportunity to receive the Respondent's availability for a Review. While this already occurs in practice, we wanted to incorporate it as a permanent part of the *Code* (Section XIII, Letter E).
- Another option that Respondents have in practice, but not in the current *Code*, is the ability to resolve their case all the way up to the start of a Review. The revision makes it a permanent part of the *Code* and is found in other University of California Student Conduct Codes (UCLA, UC Irvine) (Section XIII, Letter G).
- Provisions regarding prior submission of all documents and names of witnesses to be presented at the Review have been reworked. The revisions put these requirements in the same paragraph rather than in separate and unconnected paragraphs (Section XIII, Letter N, O, and P => Q).
- Additional discretion for the Conduct Board Chair or Review Officer to effectively manage the Review has been added to Section XIII, Letter U. The Chair or Review Officer may institute reasonable time requirements for the delivery of participant and witness information to complete the Review in a reasonable amount of time. This happens in practice and the revision makes it a permanent part of the *Code*.
- The primary role of Conduct Boards and Review Officers is to determine the Respondent's responsibility for the alleged violations by a preponderance of the evidence. They also provide non-binding, advisory sanction recommendations to the original Student Conduct Officer. We are removing the sanction recommendation responsibility so that Boards and Review Officers can fully focus on determining responsibility for alleged violations. To maintain student input with sanctioning, the Director of Student Conduct will elicit periodic feedback from the Student Conduct Standards Group (which includes students from each of the six colleges, Associated Students, and Graduate Student Association) regarding sanction guidelines along with a discussion of sanctions from a selected sample

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of past cases (Section XIII, Letter W; see also changes to Section VI, Letters D & E; various parts of Section XIII).

- **Section XIV – Resolution Process for Student Organizations**

- A significant change to the *Code* is the recalibration of roles for Student Organization cases. Currently, the Center for Student Involvement (CSI) investigates alleged violations; the Office of Student Conduct (OSC) reviews the report with CSI to determine whether the case will go forward, and if it does, the Assistant Vice Chancellor – Student Life handles the Administrative Resolution meeting. If the Student Organization appeals the Student Conduct Review decision or requests a reduction in sanctions, the Vice Chancellor – Student Affairs reviews the submission.
- Under the proposed revisions, OSC will conduct the investigation and determine whether there is reasonable cause to believe the Code has been violated. If there is reasonable cause, the Director of CSI will meet with the organization's principal members in the Administrative Resolution meeting. Appeals and sanction reduction requests will be handled by the Assistant Vice Chancellor – Student Life. These revisions more closely align the student organization conduct process with the overall student conduct process for individual students (Section XIV).
- Additionally, incidents involving Intercollegiate Athletics teams and club sports teams will be handled by the Director of Student Conduct or their designee. Currently, the *Code* does not delineate who handles these cases (Section XIV).

- **Section XVI – Interim Actions**

- Due to the changes made in Section XIV, the Director of the Center for Student Involvement, rather than the Assistant Vice Chancellor – Student Life, will assign interim actions for Student Organizations.

- **Section XVII – Appeals and Sanction Reduction Requests**

- At the suggestion of Campus Counsel, several changes have been made to clarify the appeals process.
- The section has been renamed “Appeals and Sanction Reduction Requests” to encapsulate the two available appeal options. Accordingly, the terms “sanction reduction request” or “reduction in sanctions” have been added where appeals are referenced (Section XVII).
- The grounds for submitting an appeal or sanction reduction request have been divided into individual subsections for ease of reading and understanding (Section XVII, Letters C & D).
- The revisions clarify that the implementation of sanctions will typically be deferred during the appeals and sanction reduction request processes unless determined otherwise. The current *Code* allows the Student Conduct Officer to defer the implementation of sanctions. To simplify the process, we decided to simply defer sanctions through the conclusion of the process rather than making it a potential option (Section XVII, Letter F).
- We also revised the actions available to the group or person reviewing the appeal and/or sanction reduction request. The revisions provide six options after reviewing the appeal or sanction reduction request: affirm the decision in whole or part, refer the case back to the Office of Student Conduct for a re-review in whole or part, dismiss the decision, affirm the sanction(s), modify the sanctions, or dismiss the sanctions. The revisions eliminate confusion and provide greater clarity as to the actions taken by the group or person reviewing the appeal or sanction reduction request (Section XVII, Letter G).
- A final revision is that the Office of Student Conduct will notify the Respondent in writing with the results of the appeal or sanction reduction request. Currently, the group or person reviewing the submission is responsible for notifying the Respondent of the decision, even though the Office of Student Conduct handles the majority of these notices. This revision will provide uniformity to the notification process and allow for greater consistency in recordkeeping (Section XVII, Letter H).

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STATISTICAL SUMMARY

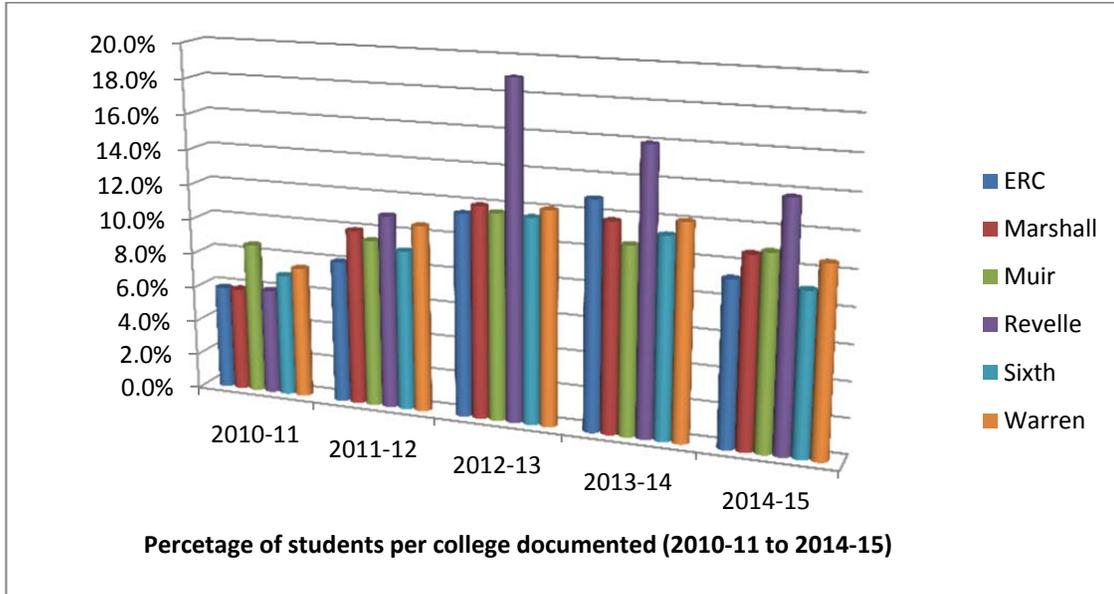
- **Overall Incident Statistics**

- During the 2014-15 academic year, we processed 1246 incident reports, a five and a half percent decrease from 2013-14 (1314). Thirty-five percent of all reports came from Resident Advisors or House Advisors and 26 percent were submitted by Residential Security Officers, similar numbers to previous years.
- Eighty-eight percent of all cases involved students from the same residential area or college. This has been consistent over the past four years. These cases are typically assigned to the student's Dean's Office or Residential Life Office.
 - The remaining 10 percent of cases were considered "multi-area", involving students from multiple residential areas or colleges. These cases are assigned by the Office of Student Conduct and most of them are resolved by the Office of Student Conduct (Director of Student Conduct, Student Conduct Coordinator, and Graduate Assistant) or the Residential Life Office where the incident occurred.
- During the course of the academic year, 2689 individual undergraduate students (2731 total including graduate and professional students) were processed through the student conduct process. This represents about a 10 percent decrease of individual students from 2013-14. Also, the percentage of the undergraduate population seen through the student conduct process fell from 12.4 percent to 10.8 percent.
- About 79 percent of all students referred to the student conduct process were involved in only one incident, equating to a repeat incident rate of 21.7 percent. These numbers were similar to 2013-14, and about five percentage points less than 2012-13.
- The overall recidivism rate has decreased by at least one percentage point in each of the last three years. The recidivism rate in 2014-15 was a five year low of 13 percent. Similarly, alcohol recidivism has decreased by four percentage points (11.5% to 7.3%) over the past three years.

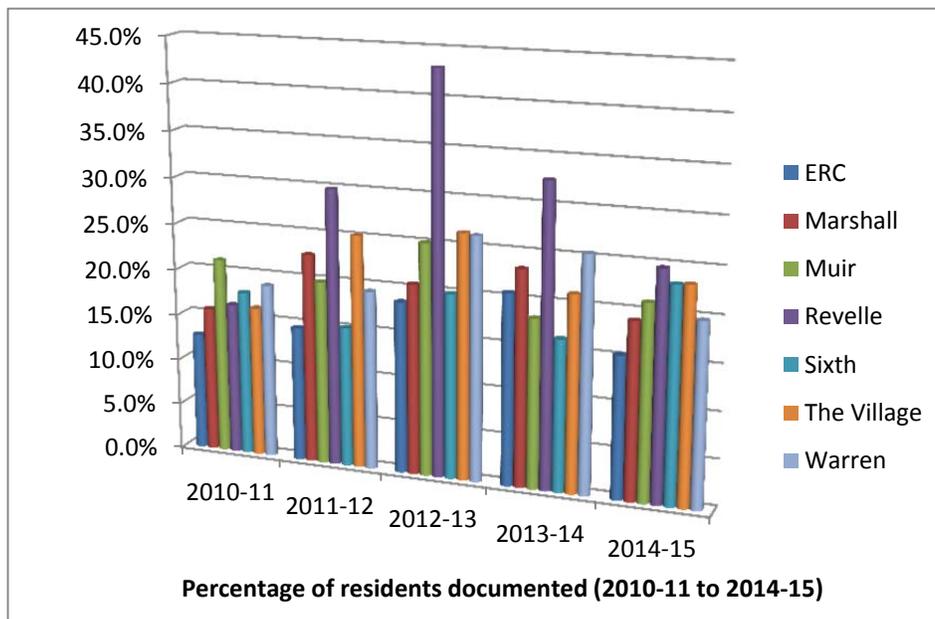
- **College and Residential Populations**

- For each of the six undergraduate colleges, we saw about 11 percent of their student populations.
- The six undergraduate colleges have seen similar numbers of students involved with student conduct incidents over the past three years.
- A decreasing percentage of Revelle students have been documented since 2012-13. The larger percentage of students from Revelle is partly explained by a traditionally higher number (now decreasing) of documentations for potential Housing and Residential Life Policy violations at the end of each quarter.
- With the exception of Revelle, the percentage of students from individual college is typically between nine and 12 percent.

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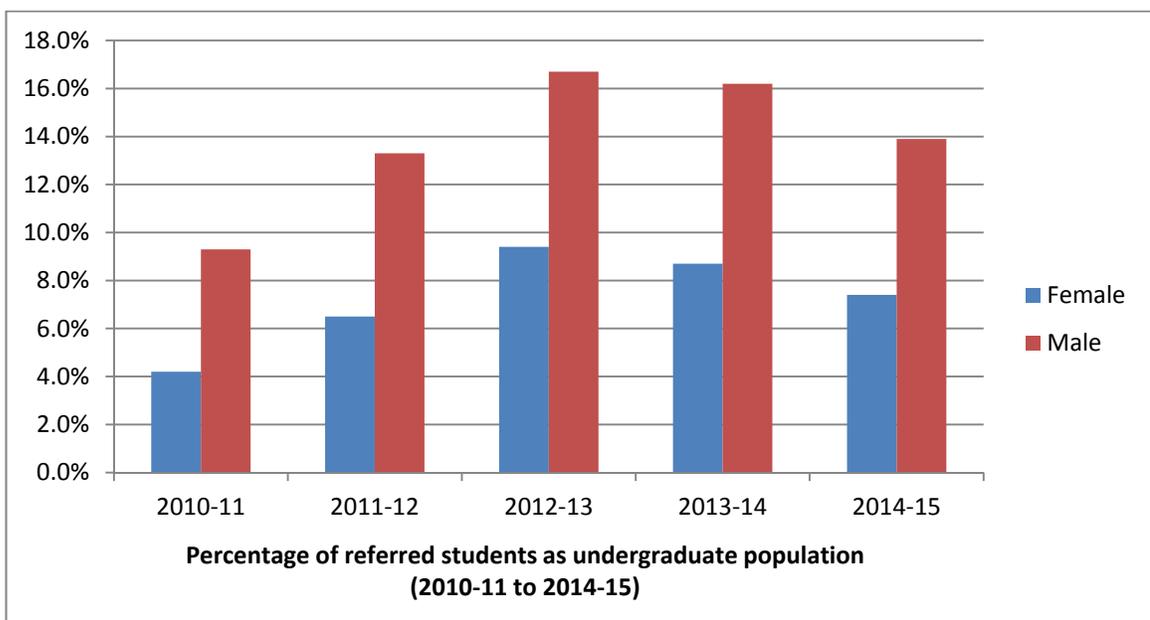
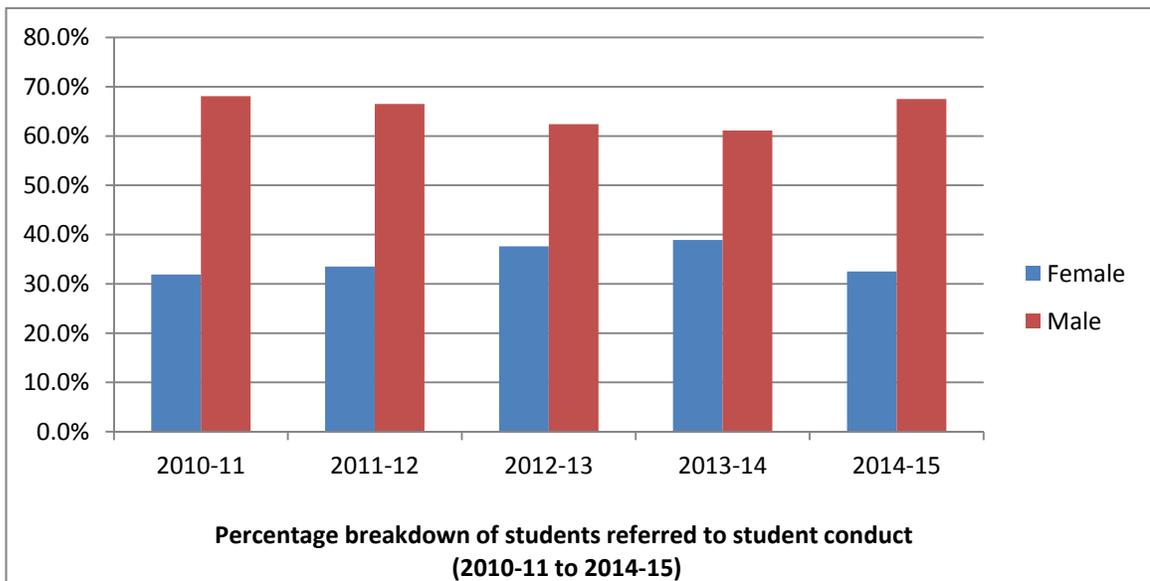
- We saw about 21 percent of all on-campus residential students, a three and a half percentage point decrease from 2013-14 and a nine percentage point decrease from 2012-13. The current percentage of residents is similar to the levels of 2011-12. Interestingly, there were about 4000 more residents in 2014-15 than in 2010-11 and some students are now living three or more to a room.



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- **Gender**

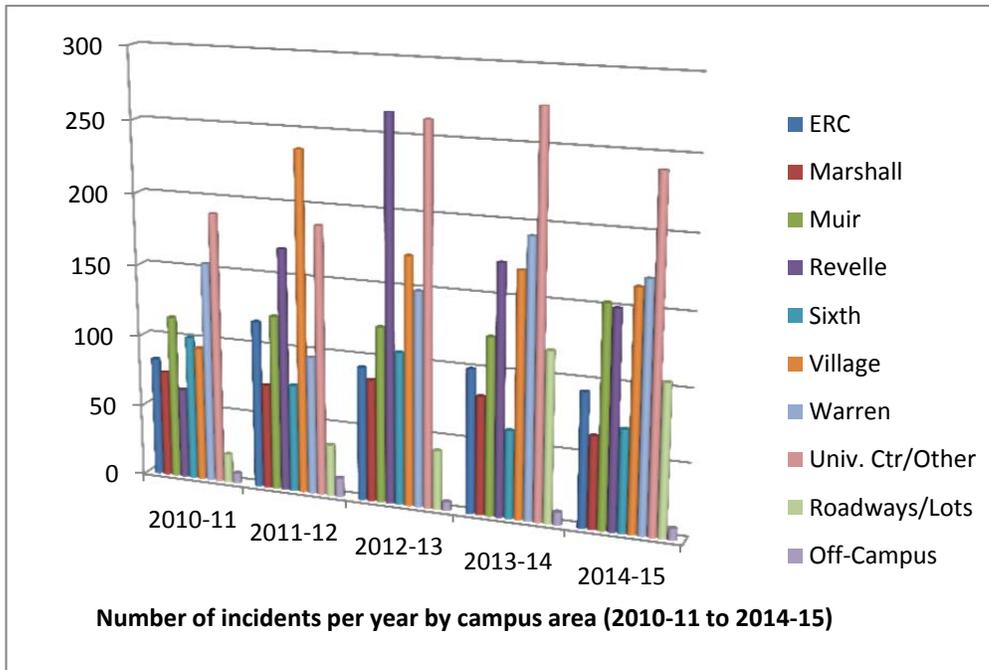
- During the 2014-15 academic year, more than two thirds of students referred to the student conduct process were male. This is a slight increase from the previous two years but similar to 2010-11 (68.1%). The percentage of female students referred to the process decreased nearly six and a half percentage points from 2013-14. The 2014-15 percentage (32.5%) is similar to 2010-11.
- Interestingly, the percentage of male and female undergraduate students at UC San Diego is about even each year. However, the split in the student conduct process is typically two males for every female.
- Additionally, we saw almost 14 percent of the male undergraduate population and about seven and a half percent of female undergraduate population. Both percentages decreased from the previous two years but were similar to the levels seen four years ago.



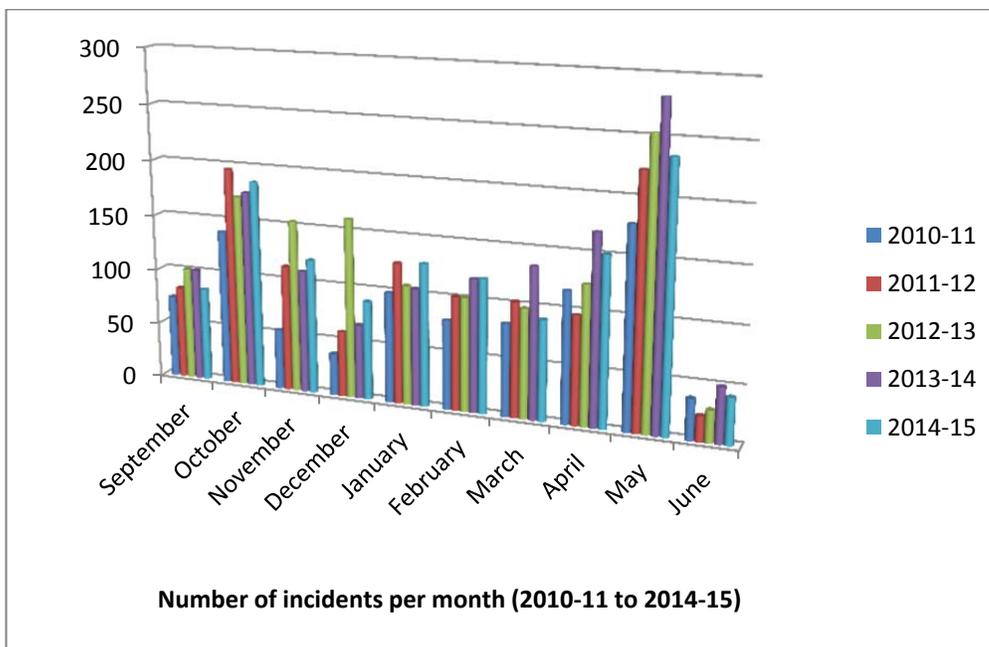
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- **Incident Location and Month of Incident**

- About 72 percent of all incidents occurred in campus residential areas, with Revelle, the Village, and Warren being the most frequent locations. Most of the remaining incidents occurred in the “main campus” area, which includes the UC San Diego Bookstore, Sun God Detox Center, parking lots, and campus roadways.



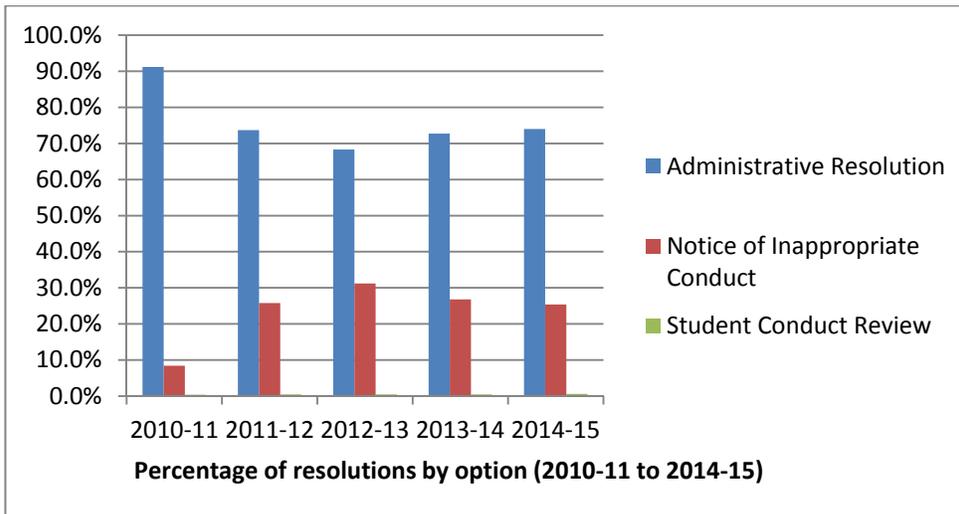
- Over the past five years, the most common months for incidents are May and October. One of the big reasons these months have an increased number of events is the number of campus events during these months, most notably the Sun God Festival in May.



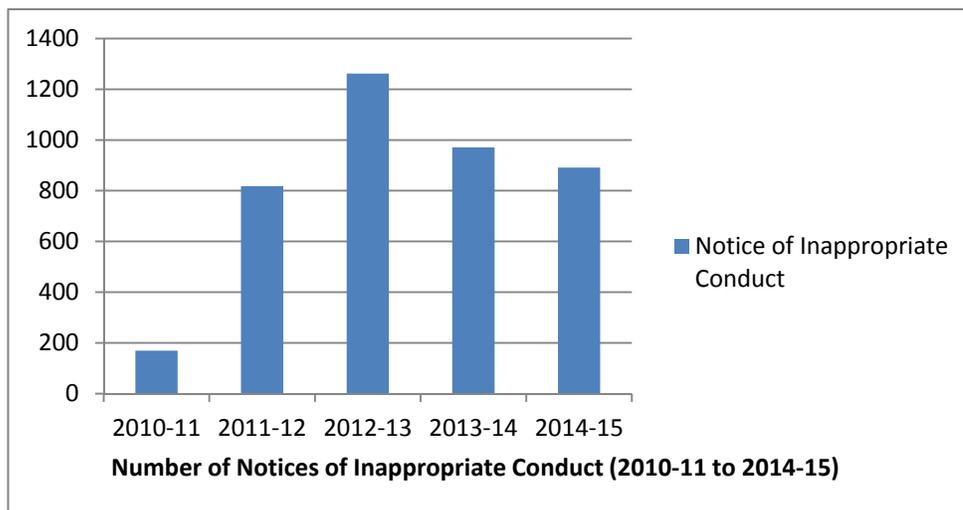
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- **Administrative Resolutions**

- Of the 3580 total students participating in the student conduct process, 99.5 percent had their incident resolved without a formal Student Conduct Review.
- Students who had their incident resolved without a Student Conduct Review either received a Notice of Inappropriate Conduct (e.g. informal warning) or met with a Student Conduct Officer in an Administrative Resolution Meeting.

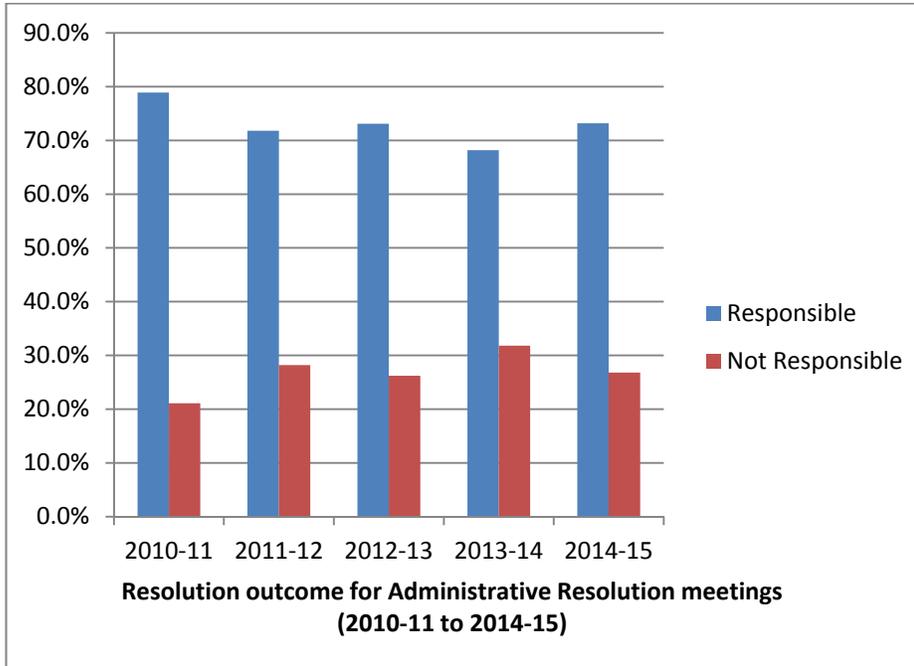


- This past year, 73.2 percent of students processed had their cases resolved through a meeting with a Student Conduct Officer, up a half percentage point from 2013-14.
 - The reason why not all incidents are handled through an Administrative Resolution meeting is that many incidents are considered “low-level” (e.g. smoking, noise, etc.) and the formal process is not necessary to resolve them.
 - The Office of Student Conduct sends a Notice of Inappropriate Conduct (e.g. informal warning) for most of the lower level cases. This allows the colleges and residential areas to focus on incidents necessitating a direct resolution.



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- Students who resolved their incident through the Administrative Resolution process, accepted responsibility for at least one Student Conduct Code violation in 73.2 percent of meetings. In the remaining meetings, the Student Conduct Officer dismissed the alleged violations because the student was not responsible or there was a lack of evidence.



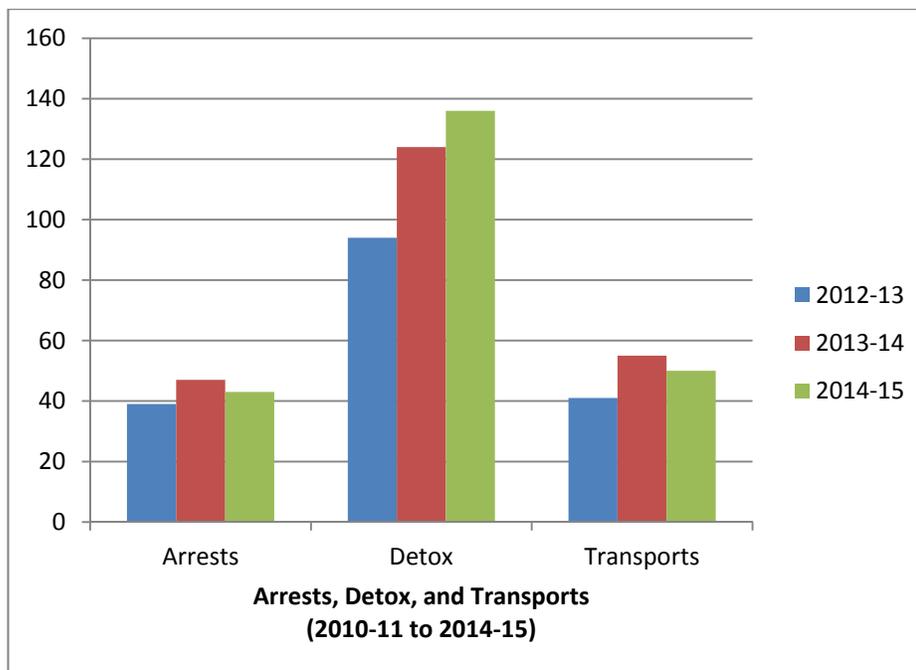
- **Violations**

- Seventy-two percent of all Student Conduct Code violations during the 2014-15 academic year involved the Housing and Residential Life Policies (Student Conduct Code Section VII, Letter F). This comes as no surprise given that more than 70 percent of all incidents occur within campus residential areas.
- Interestingly, the percentage of violations involving Housing and Residential Life Policies has decreased 11.3 percentage points over the past two academic years. Much of this decrease has occurred due to increased number of violations in main campus areas. There have been increased numbers of alcohol and controlled substance contacts in parking lots and roadways, failure to comply and obstruction with University officials (e.g. police officers), and probation status violations.
- The number of alcohol-related policy violations increased nearly 10 percent from 2013-14.
- The other common violations involved Housing and Residential Life Policy violations, including Noise/Quiet Hours, Failure to Comply, and Guest/Visitor Behavior. Given the increased number of students sent to detox, violations involving conduct threatening the health or safety of any person have increased over the past three years. Specifically, this violation was tied with failure to comply for the fourth most common violation in 2014-15.

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Most Common Violations	2010-11	2011-12	2012-13	2013-14	2014-15	TOTAL	% VIO
Alcohol Policies (Res Life Pols & Code)	1229	1574	2179	1761	1932	8675	47.9%
Noise/Quiet Hours	391	465	603	636	655	2750	15.2%
Guest/Visitor Behavior	158	207	243	216	163	987	5.4%
Failure to Comply	111	221	162	255	213	962	5.3%
Conduct Threatening Health/Safety	84	166	148	205	213	816	4.5%

- We have seen an increased number of incidents involving students sent to detox facilities. During 2014-15, there were 45 percent more students taken to detox than in 2012-13. Not surprisingly, 64.7% of students sent to detox in 2014-15 were documented during the Sun God Festival, similar to 2013-14.
- The numbers of students referred to the student conduct process for being arrested or transported to the hospital have remained somewhat consistent from previous years.
 - During 2014-15, 43 students were arrested and referred to the student conduct process, four less than 2013-14 but four more than 2012-13.
 - Similarly, 50 students transported to the hospital for alcohol or controlled substance related medical emergencies were referred to our office, a decrease of five from 2013-14 but nine less than 2012-13.



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- We saw a noticeable increase of cases relating to non-academic dishonesty specifically related to the Sun God Festival. The Office of Student Conduct received information that students were attempting to sell or purchase use of Campus Cards to gain entry into the Festival. We processed 45 such cases, up from two such cases during the previous academic year.
 - Students accepting responsibility or found responsible for attempting to sell or purchase a Campus Card for admission to Sun God normally received sanctions including one year of probation, completion of the Practical Decision Making Assessment and Reflection, and exclusion from the 2016 Sun God Festival.
 - In order to prevent similar situations in the future, the Campus Card Office is developing a campus-wide policy regarding use of these cards. Several offices, including Student Life, University Events, and the Office of Student Conduct, plan to increase awareness about this policy during the upcoming year.
- The new Smoke-Free Policy has been in effect the past two academic years and the number of policy violations decreased a quarter during the past academic year. As interest in greater enforcement of this policy continues, increased educational programming and related sanctions will need to be developed for students accepting responsibility or found responsible for violations.

• Sanctions

- The most common sanction assigned to students accepting responsibility or found responsible for violating the Student Conduct Code was a formal warning, which is the starting administrative sanction for many cases.

Most Common Sanctions	2010-11	2011-12	2012-13	2013-14	2014-15	TOTAL	% VIO
Formal Warning	650	699	1052	1036	970	4407	29.0%
Probation	301	545	614	601	671	2732	18.0%
Reflection Paper	256	358	364	377	458	1813	11.9%
Alcohol 101 Plus	N/A	163	307	367	273	1110	7.3%
CARRS Program	179	173	134	199	145	830	5.5%

- The Practical Decision Making Assessment and Reflection (re-branded from the former Ethics Workshop) has seen a steady increase of referrals for students over the past four years. One hundred ninety students were referred to the program in 2014-15, a 49 percent increase from 2013-14 and five times the number of students who were referred in 2011-12.
- Nineteen students were suspended for at least one quarter and one student was dismissed from the University in 2014-15. Grounds for suspension and/or dismissal typically include distributing controlled substances, sexual assault, engaging in a physical altercation, violating probationary status, and committing a significant number of violations.
- There was a significant increase of interim suspensions in 2014-15 after seeing only three in the previous four years combined. Almost half of the nine interim suspensions this academic year involved alcohol intoxication with other behaviors (physical assault of University Officials or threats). Other interim suspensions involved conduct threatening the health or safety of others, battery, and possession/use of weapons. Six of the nine interim suspensions were upheld by the Hearing Officer while three were modified or removed.
- We were approached by the School of Pharmacy during the Campus Comment Period for Student Conduct Code revisions offering a potential intervention program for students experiencing issues with prescription drugs. We plan to explore this potential partnership further during the academic year. We are also interested in creating a "CARRS" equivalent for other drug violations with Student Health Services.

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• Student Conduct Reviews

- During the 2014-15 academic year, we conducted 24 Student Conduct Reviews. This was five more reviews than were held in 2013-14.
- As illustrated below, about four-fifths of students participating in a Student Conduct Review were found responsible for at least one alleged violation. Additionally, the most common case types advanced to Reviews were for sexual assault, controlled substances, and physical assault/battery.

Student Conduct Reviews	Resp	NR	PEND	TOT
Community Standards Board	6	3	1	10
Review Officers	6	0	0	6
College Judicial Boards	4	1	0	5
Sex Offense Hearing Panel	2	1	0	3
TOTAL	18	5	1	24

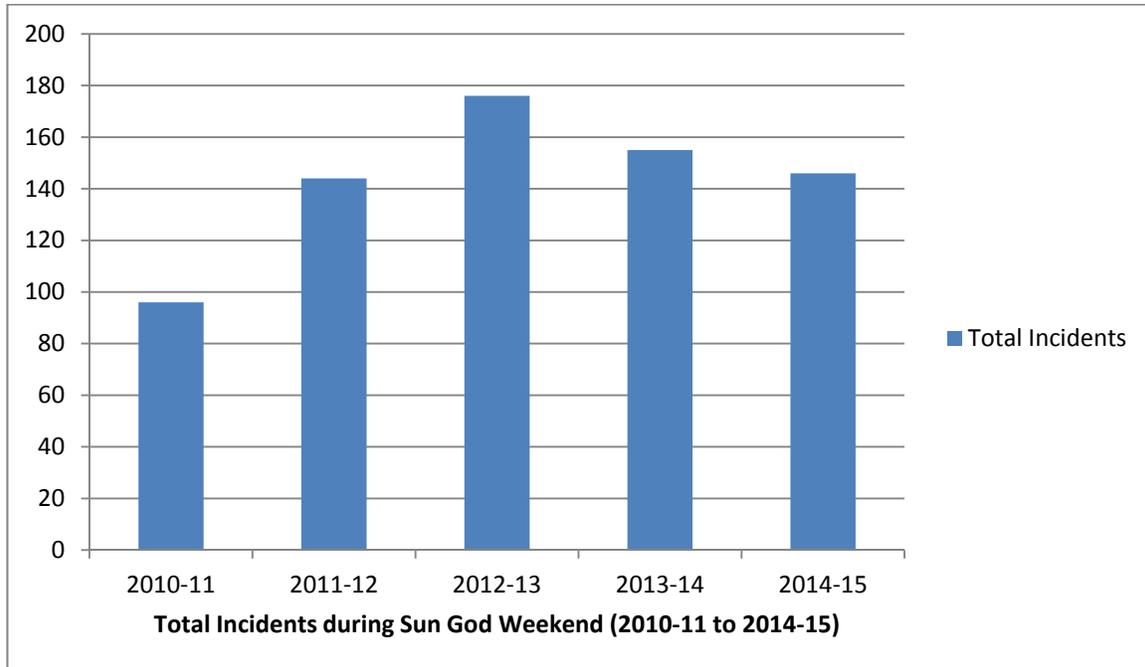
• Appeals and Sanction Reduction Requests

- We have seen a major increase in the number of sanction reduction requests and appeals over the past five years. We had a combined seven appeals/sanction reduction requests in 2010-11 and 2011-12 compared to 29 in 2012-13, 40 in 2013-14, and 50 in 2014-15.
 - The initial increase of appeals and sanction reduction requests was attributable to the implementation of the Revised Student Conduct Code in 2012 and Student Conduct Officers informing students about their appeal rights during Administrative Resolution Meetings.
 - The yearly increases since 2012-13 are largely due to students asking for a reduction in the restitution charge assessed for Bookstore theft cases.
- Of the 50 requests received by the Office of Student Conduct this year, 45 involved sanction reduction requests while five were appeals from Student Conduct Reviews. The appeals body or officer (e.g. Council of Provosts, Dean of the Graduate Division) upheld or modified all 50 appeal requests.
- Because most of the requests asked to reduce sanctions, the most common ground of appeal invoked by students was that the “sanction was grossly disproportionate to the offense”. The most common case types involved theft, alcohol, non-academic dishonesty, and disruptive behavior.
- A large number of the sanction reduction requests continue to involve the restitution charge assessed for theft from the UC San Diego Bookstore. In many cases, the Council of Provosts (COP) has decreased the charge because they determined it was disproportionate to the offense (e.g. \$300 fine for taking a granola bar). The Office of Student Conduct, Council of Deans, and COP are working with the Auxiliary Services (oversees the Bookstore) to address issues of disproportionality with this charge and sanctions for these cases overall.

• Sun God Weekend

- The overall number of incidents during Sun God weekend decreased slightly this year compared to 2014. This year we had 146 incidents reported in comparison to 155 in 2014 and 176 in 2013.
 - Similar to previous years, around 12 percent of all academic year incidents occur during Sun God weekend.
 - Of the 146 incidents occurring during Sun God weekend, 83.6 percent (122) occurred on the day of the Festival. This is a 13 percent decrease from 2014 but similar to 2013 (82.9% of incidents on day of Festival).
 - As described on page 18, the Office of Student Conduct processed 45 incidents involving misuse/attempted misuse of Campus Cards to gain/transfer Sun God registration access.
 - The combined 191 Sun God-related incidents represent about 15.3 percent of all academic year incidents.

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- About 75 percent of all 2015 Sun God incidents involved alcohol. Typically, 75 to 85 percent of Sun God incidents involve alcohol.
 - Three-fifths (60.3%) of all Sun God weekend incidents involve students being admitted to the on-campus Detox Center. This is a 13 percent increase from 2014 and a 22 percent increase from 2013.
 - Cases involving controlled substances increased to 13 this year, up from 8 in 2014.
 - Police officers were involved in about 64 percent of all Sun God incidents reported to student conduct.
 - Most college/residential areas did not see significant change in documented incidents. However, both Marshall and Roosevelt saw major decreases in documented incidents while the Village saw an increased number of documented incidents.
 - An increased number of students used and qualified for the Responsible Action Protocol (RAP) on the day of the 2015 Festival. This year, 17 students requested help for themselves or friends, including five whom requested assistance for themselves. This is in comparison to seven students who used and/or qualified for RAP on the day of last year's festival.
- **Sun God Detox Center**
 - The Office of Student Conduct once again assisted with the Sun God Detox Center (Center) during the annual Sun God Festival. The Center is designed to take care of and assist festival participants (primarily UC San Diego students) who self-reported or are observed by University officials to have an alcohol or controlled substance-related medical emergency.
 - The Center had 88 admittees in 2015, a 20 percent increase from 2014 and a 35 percent increase from 2013. Overall, about 52 percent of all admittees were male, consistent with previous years. Interestingly and inconsistent with trends regarding gender and the student conduct process, more than half of all Level Two admittees were female.
 - Nearly one-fifth (19.3%) of all students admitted to the Center qualified for the Responsible Action Protocol.

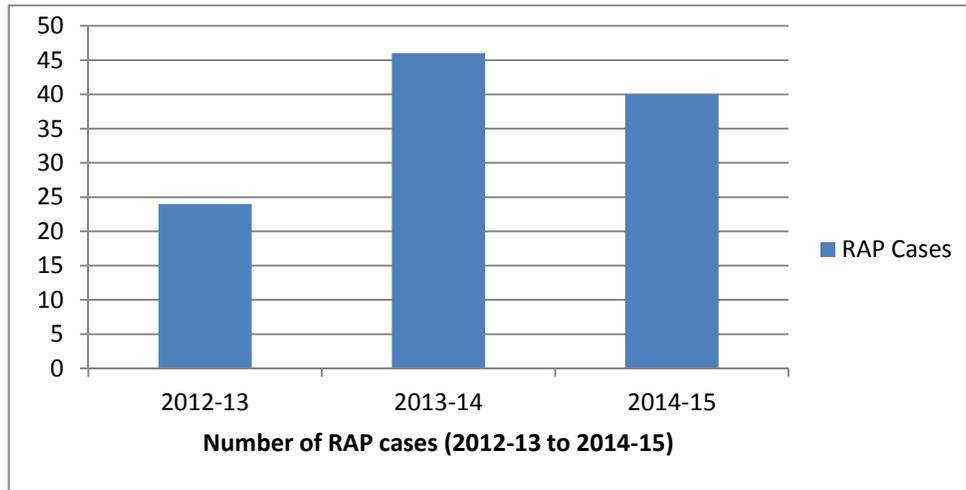
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- During the three years prior to 2014, about a third of all Center admittees were non-affiliates. However, with the continued exclusion of non-affiliates from the Festival, only one admittee was a non-affiliate in 2015.
- There usually are a high percentage of non-residential students in the Center. A little over half (52.3%) of students in the Center this year did not live on campus. This is consistent with previous years, with the exception of 2014, which saw a majority of residential students rather than those from off-campus.
 - Similarly, typically a large number of upper class (third and fourth year) students are seen in the Center. This year, nearly four-fifths (78.4%) of all students admitted to the Center were upper class students.
 - Consistent with 2014, a majority of all students (52.3%) admitted to Level Two of the Center did not live on campus in comparison to less than half (49%) for Level One.
- There still are no conclusive statistics when it comes to college affiliation or residential areas. There is a pretty even spread so that no one college or area has a major contribution to the numbers of students admitted to the Center.
- Medical transports from the Center decreased again this year. One student who was checked in had to be medically transported. This is four less than 2014 and six less than 2013.
- Overall average time spent in the Center by students not removed by arrest or transport increased 14 minutes from 2014 (4hr 5min vs 3hr 51min). This is the second highest average for time spent in the Center over the past five years with the highest occurring in 2013 (4hr 11min).
 - Males averaged 3 hours 52 minutes while females averaged 4 hours 16 minutes.
 - Students in Level Two typically spend more time at the Center than those in Level One.
 - Level Two admittees averaged 4 hours 49 minutes while those in Level One averaged almost an hour less. This is consistent with last year's numbers.
 - Females in Level Two average about an hour more than those in Level One.
 - Males in Level Two average about 33 minutes more than those in Level One.
- As has been previously shown, many of the students seen in the Center are not “problem” drinkers but rather ones who have less experience drinking. Many students report they have had stressful mid-terms and projects and want to de-stress, have fun, and forget a stressful week. Their lack of experience/lack of tolerance with alcohol and controlled substances puts them at risk and given that they typically live off-campus, they are more likely to be observed by University staff members, police officers, or event security.
- With the decreased number of hours for the Festival, a majority of students (55.6%) were brought to the Center between 5pm and 7pm. For Level One, a little over half (53.9%) came to the Center between 5pm and 7pm. This was not the case in Level Two, as there was a fairly even distribution of when students arrived. The exception was the nine students (36% of total) who arrived between 6pm and 7pm, consistent with 2014.

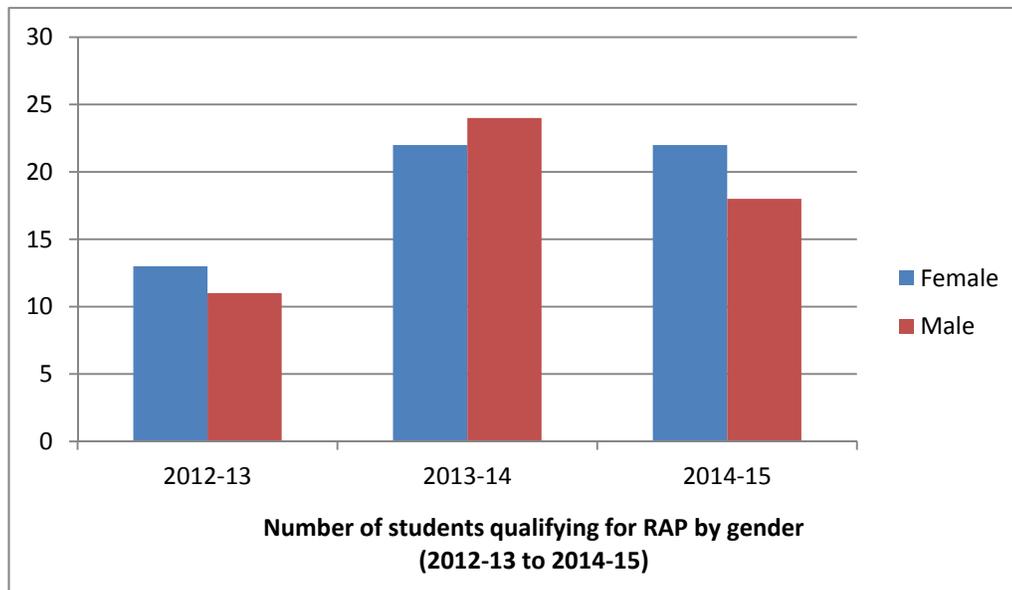
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- **Responsible Action Protocol**

- The Responsible Action Protocol (RAP) provides “amnesty” for students who are self-referred or referred by another person for assistance due to an alcohol or controlled substance-related medical emergency. Forty students qualified for the Protocol in 2014-15, similar to 2013-14 (46) and nearly double the number of cases in 2012-13 (24).

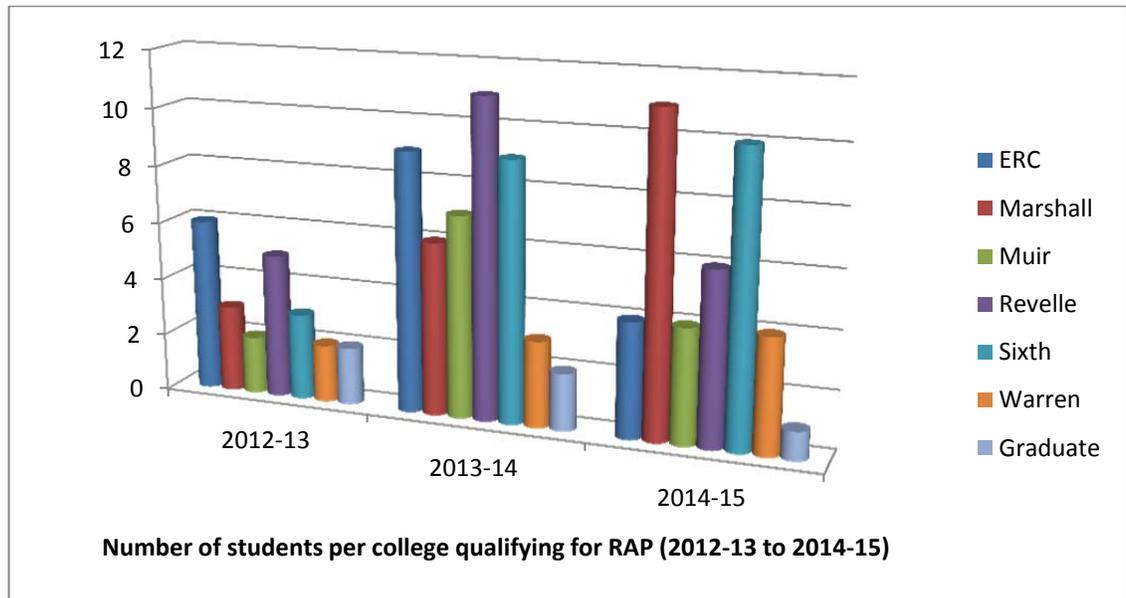


- There is almost an even split when it comes to gender of students qualifying for RAP. The difference between genders is similar to the overall gender ratio of the undergraduate population.



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- For the most part, there was an even distribution of students by college who qualified for RAP consideration in 2014-15, although Marshall and Sixth had the most students who qualified for the protocol.



- Interestingly, about thirty percent of the students (11 of 40) qualifying for RAP in 2014-15 were Biology majors, similar to 2013-14 (14 of 46).
- Over the past two years, about two thirds of students qualifying for RAP are under 21 years of age. Interestingly, we saw two times as many 19 year old students qualifying for RAP (14 in 2014-15 compared to 7 in 2013-14) and a resultant decrease of 18 years old students.

STUDENT CONDUCT PROCESS ASSESSMENT SUMMARY

Results and Discussion

This is the third year we have conducted this assessment and it marks the third year since we implemented an improved and fully revised *Student Conduct Code*. As we saw last year, there continues to be an increase in student responses that 'strongly agreed' with the statements they were asked to answer about their experience with the student conduct process. This increase was seen for most every question asking for the respondent's level of agreement.

For example, over the past two years, we have seen a 14.4 percentage point increase of responses indicating 'strongly agree' for the statement, "I was given the opportunity to explain my perspective about what happened in my incident." Similarly, we have seen a 13.8 percentage point increase of 'strongly agree' responses for the statement, "The Student Conduct Officer with whom I met demonstrated fairness in handling and resolving my case." Positive comments about the process include:

- "I have learned that we are given a fair chance to speak out and represent ourselves. The Student Conduct Officer listens to our point of view as well as the other side's story and makes a fair decision. I was told the logic behind his decision as well."
- "I think the student conduct meeting provided a fair opportunity, and the result issued by the officer was fair as well. It wasn't an intimidating meeting, and I appreciate her methods and empathy for the situation."
- "Initially, I felt we were going to be treated like misbehaving children. However, upon attending my resolution meeting, I was pleasantly greeted, spoken to, and fairly treated. I greatly value this and it, more than anything else, has changed my perspective of hosting these types of parties, because now I hold a personal sense of respect for those making sure we as students maintain a responsible and wholesome lifestyle."
- "The process was surprisingly smooth, efficient, and clear. The Student Conduct Officer created a comfortable environment in which I felt safe to explain my perspective of the situation honestly and in detail, without feelings of anxiety or nervousness. He also did an excellent job of responding to and clarifying any questions or concerns I had about my Code of Conduct violation and the resolution process."
- "The role of student conduct discipline is not necessarily focused on discipline, but education. I feel that I have come out of the process more educated in regard to the upholding of community standards."

We believe these results show that students generally feel confident they are treated fairly in our process, which seems to create more satisfaction with their overall experience. The comments illustrate why structuring our process as relational rather than adversarial benefits everyone involved. When students are comfortable meeting with the Student Conduct Officer, they are more likely to feel their perspective is being heard and they're being treated "like adults" rather than merely "children".

About 41 percent of the students responding to the survey identified themselves as first year students, down five percentage points from the results the past two years. About 30 percent of the respondents identified themselves as second year students, about 18 percent identified as third year students, and seven and a half percent identified as fourth year students. The percentages for second year and third year students increased this year from the past two years while fourth year student percentage decreased. Part of this decrease may have occurred because we added in an option for students to identify themselves as "fifth year" students. Additionally, more than four fifths of respondents (83.8%) reported that they live on campus, similar to 2013-14. The results also showed that 85 percent of all respondents are from the state of California, including half of them hailing from Southern California.

We know from the assessment that about half of the respondents said they learned about the *Student Conduct Code* prior to starting classes at UC San Diego, either through materials in their admissions packet or through a new student orientation/transfer program. As in previous years, one third of all students responding to the survey indicated they became aware of the *Code* at their new student orientation program. Interestingly, we saw a three and a half percentage point increase of students stating they received this information from meeting with a Student

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Conduct Officer about the alleged violations. Based on this, the data continues to show that a majority of respondents knew about the *Code* prior to arriving on campus *and* before the incident occurred.

Even though a majority of the respondents stated they knew about the *Code* prior to arriving on campus, only 38 percent of the respondents “strongly agreed” or “agreed” that if they were more aware of the *Student Conduct Code*, the incident would not have occurred. An additional 38 percent of respondents said they ‘neither agreed nor disagreed’ with this statement. These numbers are consistent with previous year’s surveys.

In a follow up question, we asked, “why did you disagree that if you had been better aware of the Student Conduct Code, this incident may not have occurred?” Almost half of the responses stated that they knew about the Code but still engaged in the behavior. Specific comments included:

- “I was aware of my actions, but didn’t consider the full implications of it at the time.”
- “I’m a dumb kid. Dumb kids make mistakes. I violated the actual law, let alone the Student Conduct Code, and of course, I know there are laws in place that handle actions like my own.”
- “My greater knowledge of the Student Conduct Code isn’t going to inform my suitemates.”
- “The rules in the Student Conduct Code are unreasonable; incidents like this are bound to occur. By making us afraid of the campus security and other campus officials that are meant to help us, you are only conditioning us to be more secretive and deceptive while breaking such rules.”
- “...underage college students who understand the ramifications for underage drinking still break the Code of Conduct and the law. However, the incident may not have occurred if I had thoroughly understood the process which follows a Conduct violation as well as the likelihood of being written up for violating the Conduct Code.”

We find it significant that three fifths of all students answering this question basically stated that knowing about the *Student Conduct Code* in advance would not have kept the incident from occurring. These results continue to run counter to widely held assumptions that if students knew more about the relevant policies, they would have acted differently. While preventative education is important, this assessment continues to show that actually being documented and going through the student conduct process makes the most impact on student decision-making and behavior. However, it may be helpful for students to have greater awareness of the potential consequences for violating the Code and how the process overall works. Several students commented in survey responses that having additional information about the consequences prior to their incidents might have changed their behavior.

An area that we see the need for continued improvement is the timeliness of the process. About 74 percent of respondents ‘strongly agreed’ or ‘agreed’ that their incident was resolved within a reasonable amount of time, a four-percentage point decline from 2013-14. There are many variables with administering the student conduct process, especially with the submission of reports. Sometimes, it takes a week or two after an incident to send a meeting letter to a student because the accompanying police report has yet to arrive. Other times, the delay is due to issues with administrative backlog. Timeliness has been one of the frequent answers to the question asking, “If you have any further comments or suggestions about the student conduct process...” Some comments we received from students about timeliness included:

- “I believe it should be done in a more timely manner...I wish I would have known something was going to happen earlier. I was very lost and did not know if I was going to get in trouble.”
- “It took two months for the actual meeting with the Assistant Dean to happen so it was harder to recall the incident.”
- “Sometimes the “help”/sanctions given to us don’t have as much meaning later when the incident happened a long time ago.”

Additionally, we continue to monitor the rate of agreement for whether students were informed of their rights to a sanction reduction request during the resolution meeting. Seventy-nine percent of respondents ‘strongly agreed’ or ‘agreed’ they were informed of their right to request a reduction in sanctions, a four-percentage point increase from 2013-14. Along the same lines, about 54 percent of students answering this question chose “strongly agree”, an eight percentage point increase over the past two years. Given the importance of students knowing and

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understanding their rights and responsibilities, we will continue to remind Student Conduct Officers about the importance of this information for the upcoming academic year.

One of our main goals is for students to learn more about the importance of community standards. About 76 percent of respondents 'strongly agreed' or 'agreed' that the student conduct process helped them learn about the importance of community standards. This number increased two percentage points from 2013-14. Similar to 2012-13, 76 percent of respondents stated that as a result of meeting with the Student Conduct Officer, they gained a greater understanding of the impact of their behavior on others. Similarly, 75 percent of respondents agreed that, as a result of the process, they have changed their behavior positively. These answers show that the vast majority of students who go through the student conduct process are learning about campus standards, gaining a greater understanding of how their behavior impacts others, and by virtue of participating in our process, changing their behavior in a positive way.

Finally, we asked respondents, "Specifically, what have you learned while going through the process?" About 81% of respondents (out of 911 total) responded to this question, which provided us with additional data, albeit anecdotal, to describe what students learned from the process. In evaluating the comments, the most common were from students about being more aware, careful, or responsible with their actions and gaining a better understanding of the student conduct process and policies. Specifically, 31% of the total comments related to these two areas. Specific responses included:

- "Even if you think you are not engaging in anything that might be wrong you need to think twice and understand what the possible consequences of such actions might be. Your actions not only affect yourself but the community as a whole."
- "I also learned that something that seems harmless to me can get me into a lot of trouble. I need to consider my actions from multiple perspectives."
- "I have learned that being completely honest and forthright is the best policy. While it's difficult to admit one's mistakes and one's follies, they are merely learning opportunities that one must accept, even if they come with consequences."
- "I learned that I need to distance myself from bad influences in my life. I was caught up in this process not because I broke any rules, but because I had bad people around me. I also learned that I need to do a better job of standing up for myself from certain people, then none of this would have happened."
- "I learned that there are a lot of student conduct regulations that us students may not necessarily know about and I should pay more attention to them."

While the majority of comments were positive, we took note those criticizing the timeliness of the process, the way in which Residential Security Officers (RSO) or Resident Advisors/House Advisors (RA/HA) handled certain parts of the process, and the process itself. These comments are a continued reminder that the student conduct process is predicated on fairness and treating students with respect. They illustrate that the initial interactions students have with RSOs or RAs/HAs directly impacts the student perceptions of the process. Specific comments included:

- "Officers are rude. They need to be more understanding when it comes to students who have been drinking. Not everyone is "stupid" because they drank."
- "I learned that RSOs are not very friendly and are accusatory. They don't make it a comforting environment to release your personal information, which is problematic since that could lead to further violations."
- "In all honesty, I felt victimized in this case by the RSO involved, and as a result, avoid him now in fear of being given a hard time. The RSO didn't care to look into the detail of my case and gave no opportunity to reason. This isn't the case for all RSOs."
- "The RAs were not that respectful to those involved in the situation. They came off as a "kid in a candy store" which did not settle well for a lot of people."
- "... it takes months for them to even get to the case, which happens to be a noise complaint. Maybe it would be more effective if they got to the problem when it happens so students actually remember the night rather than waiting months to do so."

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Impact of Assessment

The most positive aspect of this assessment is getting another robust set of data about the student conduct process. We now have five years of student conduct statistical data in addition to three years of results from this assessment. We definitively know the number of cases, types of sanctions, and demographic data along with a strong sense of what the students gain from the process and how it affects them in their experience as a student. This data allows us to identify trends, tell the “story” of student conduct at UC San Diego, erase myths, and more effectively plan for each academic year. For us, this assessment is a significant part of our annual planning and evaluation process.

We continue to be reminded that the timeliness of the process needs to improve during the upcoming academic year. As a result of the findings from the past two assessments, we will provide more extensive assistance, training, and support to the college and residential life offices to assist with engendering increased timeliness. We have put a staff member as the point person for follow-up on outstanding cases, including compiling an open cases list to facilitate follow-up. Beginning in Fall Quarter 2015, we will send the list out to Dean’s Assistants and Residential Life Assistants (staff who manage caseloads for Student Conduct Officers) every two weeks to help facilitate quicker case turnaround. We will also attempt to develop useful metrics to statistically evaluate case turnaround time, such as compiling the number of business days it takes to handle a case from the date of the incident to the date the resolution letter is sent to the student.

We also took notice of comments from students wanting to know more about potential consequences for violations and information about the process prior to being documented. This summer we will be discussing how best to address this need.

Lessons Learned from Assessment

We will make a couple of small tweaks that should give us more accurate information in the future. For the question asking about where the respondent is from, we will add an option capturing the Orange County and Riverside/San Bernardino metropolitan areas. We are starting to see more students from these areas and given their distinct natures, we want to have them as separate options apart from Los Angeles and San Diego. These additions for next year’s survey will provide more accurate demographic data about the students completing the survey.

Finally, from reading the comments provided by students to the more open ended questions in the survey, we get a better sense of how the process affects them, how they perceive it, and what they get out of it. This was the first year that we “coded” the comments for some of the questions into general categories to identify trends. By doing so we are able to not only get narrative data but specific trends for use in our planning. We’re planning to incorporate “coding” into future evaluations of this assessment.