



OFFICE OF STUDENT CONDUCT
Fairness, Education and Accountability

**UC SAN DIEGO
OFFICE OF STUDENT CONDUCT
2015-16 ANNUAL REPORT**

UC San Diego Office of Student Conduct

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UC San Diego Office of Student Conduct

October 11, 2016

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. As you read the report, you'll see we try to strike the delicate balance between educating students about their behavior while holding them accountable when they violate the Student Conduct Code.

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." We now have six years of statistical data providing us with a rich data set allowing us to better understand the scope, trends, and impact of our process. This allows us to make data-driven decisions when evaluating improvements and enhancements to the process.

The 2016-17 academic year marks my seventh year at the helm of the office and I'm excited about the year ahead. Over the past six plus years, we've grown from a two person office with a small sphere of responsibility to an eight person office (four professional staff, one graduate assistant, and three student assistants) with significant responsibility for the non-academic student conduct process. The growth of our office has been remarkable but we're fortunate to have developed deep and meaningful partnerships with colleagues in fostering this growth.

Thank you for taking the time to read this report. We look forward to 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 – Office of Student Conduct (sixth year at UC San Diego, sixth in position)
- Natania Trapp, Student Conduct Coordinator (ninth year at UC San Diego, third in position)
- Caitlin Meagher, Administrative Assistant (fourth year at UC San Diego, third in position)

STUDENT STAFF

- Natasha Azevedo, Marketing Assistant
- Rubia Hernandez, Graduate Assistant
- Julio Navarro, Student Assistant
- Jacqueline Romo, 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 September and February. 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 Student Conduct Coordinator Natania Trapp and Administrative Assistant Caitlin Meagher. They trained new RAs/HAs on roles and expectations, report writing basics, and developing a greater understanding of the student conduct process. Director of Student Conduct Ben White led returning RAs/HAs in a session focused on advanced conduct issues, culminating in the “Battle of the RA/HA Stars”, won by Revelle College. The office also conducted individual group follow-up trainings with various residential areas after the all-campus training sessions.
- **A.S. Office of Student Advocacy Training** – Director of Student Conduct Ben White and Director of Student Legal Services Jon Carlos Senour conducted two three-hour trainings for the Associated Students Student Advocates in October and 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 meetings and Student Conduct Reviews, and strategies for asking effective questions.
- **Assessment Coalition Presentation** – Director of Student Conduct Ben White spoke to the Assessment Coalition in October about how the Office of Student Conduct uses its student conduct process assessment to evaluate student learning outcomes through the student conduct process.
- **Greek 101** – The Office of Student Conduct presented on the Responsible Action Protocol at two Greek 101 presentations in February and April. Greek 101 is the new member education program for new Greek organization members and focuses on community building, student health promotions, hazing education, and sexual assault prevention.
- **Hearing Procedures Briefing** – Director of Student Conduct Ben White and Assistant Director of CARE at SARC Jessica Heredia facilitated a briefing in February for staff members from the Office of Student Conduct, Office for the Prevention of Harassment and Discrimination, CARE at SARC, and the UCSD Police Department on the new University of California system-wide hearing procedures for sexual violence and sexual harassment cases.
- **Judicial Board Advisor Training** – Director of Student Conduct Ben White facilitated refresher training for college judicial board advisors in October regarding their roles and responsibilities advising boards and facilitating Student Conduct Reviews.
- **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 focused on the 2014-15 student conduct statistics and assessment results along with key points of emphasis and reminders.

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- **“New Adjudication Model”** (February) – Director of Student Conduct Ben White moderated a staff panel about the new University of California system-wide Student Adjudication Model for sexual violence and sexual harassment cases. Participants included:
 - Jessica Heredia – Assistant Director, CARE at SARC
 - Tony Jakubisin – Interim Director of Residence Life, Sixth College and Chair of Sex Offense Hearing Panel
 - Carol Rogers – Associate Director, Office for the Prevention of Harassment and Discrimination
- **“Getting Ready for Sun God”** (April) – This workshop, led by Director of Student Conduct Ben White, focused on key topics relating to the Sun God Festival.
- **“Student Conduct Awards Luncheon”** – The Office of Student Conduct honored Student Conduct Officers and support staff with the second annual Student Conduct Awards Luncheon in June. Along with treating staff to lunch, Director of Student Conduct Ben White unveiled the yearly Student Conduct Awards. Winners included:
 - **Student Conduct Officer of the Year** – Michelle Greenlee, Marshall College
 - **University Representative of the Year** – Hayley Weddle, Associated Students/Student Life
 - **Student of the Year** – Lavinia Osilesi, Associated Students Office of Student Advocacy
 - **Newcomer of the Year** – Malou Amparo, Eleanor Roosevelt College
 - **The Director’s Award** – Cesar Figueroa, Warren College
- **Revelle College Know Your Rights event** – Administrative Assistant Caitlin Meagher and Graduate Assistant Rubia Hernandez represented the Office of Student Conduct in April at the Revelle College Council’s Know Your Rights event in preparation for the annual Sun God Festival.
- **Sexual Violence and Sexual Harassment (SVSH) Appeals Hearing Panel Training** – In July, the Office of Student Conduct and Sexual Assault Resource Center jointly trained the members of the SVSH Appeals Hearing Panel on key issues related to sexual violence and sexual harassment cases and the new Student Adjudication Model. Topics included a review of relevant policies, 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, Education Studies Department faculty and staff, Associated Students Council, and Global Seminars faculty.
- **Student Conduct Review Training** – In early-November, 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. The session focused on the Review process, due process and evidentiary standards, conduct in violation of community standards, and questioning skills. Additionally, participants witnessed a mock Student Conduct Review and participated in mock deliberations at the conclusion of the review.
- **University Representative Training** - In early December, Director of Student Conduct Ben White facilitated training for all University Representatives regarding their roles within the Student Conduct Review process. Specifically, the training covered due process, evidentiary standards and policy analysis, review preparation, and questioning strategies.

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CAMPUS INVOLVEMENT AND PROFESSIONAL DEVELOPMENT

• UC San Diego Committee Involvement

- Alcohol & Drugs Issues and Trends Committee (Ben White, member)
- Behavioral Threat Assessment Team (Ben White and Natania Trapp, members)
- Bingham Scholarship Committee (Ben White, member)
- Campus Risk Assessment Steering Committee (Ben White, member)
- Case Management Group (Natania Trapp, member)
- Clery Compliance Workgroup (Natania Trapp, member)
- Coordinated Community Response Team (CCRT) (Ben White and Natania Trapp members)
- Demonstrations and Sensitive Issues Committee (Ben White, member)
- Intercollegiate Athletics Equity Diversity Inclusion Committee (Ben White, member)
- Marshall College Assistant Director of Residence Life Search Committee (Natania Trapp, member)
- Marshall College Residential Life Assistant Search Committee (Caitlin Meagher, member)
- OPHD Complaint Resolution Officer Search Committee (Natania Trapp, member)
- Residential Security Officer Interview Committee (Natania Trapp, member)
- Sixth College Assistant Director of Residence Life Interview Committee (Natania Trapp, member)
- Sixth College Director of Residence Life Selection Committee (Ben White, member)
- Smoking Policy Committee (Natania Trapp, member)
- Student Affairs Risk Assessment Committee (Ben White, chair)
- Student Conduct Standards Group (Ben White, chair)
- Sexual Violence and Sexual Harassment Policy Committee (Ben White, chair)
- Warren College Director of Residence Life Interview Committee (Caitlin Meagher, member)

• Other Campus Involvement

- Director of Student Conduct Ben White is a member of the Vice Chancellor – Student Affairs Leadership Team.
- The Office of Student Conduct helped operate the annual **Sun God Sobering Center** in April. Specifically, the office was responsible for checking students into the Center and entering reports into the Advocate database.
- Student Conduct Coordinator Natania Trapp and Administrative Assistant Caitlin Meagher served as judges for the annual **UnOlympics** competition held in September.
- 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. Graduate Assistant Rubia Hernandez also assisted with Resident Advisor Group Selections for 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**.
 - Student Conduct Coordinator Natania Trapp and Graduate Assistant Rubia Hernandez attended the Fall Student Conduct Officers meeting held in November at UC Irvine. Trapp and Director of Student Conduct Ben White attended the Spring Student Conduct Officers meeting held in May on the UC Santa Cruz 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.
- Director of Student Conduct Ben White participated on the Adjudication Sub-Group of the University of California system-wide President's Task Force on Sexual Assault and Sexual Violence.
- For the second consecutive year, Director of Student Conduct Ben White facilitated training for the UC Irvine Student Conduct Review Board.

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- Office of Student Conduct staff members attended system-wide training on the new Student Adjudication Model in November at UC Irvine and Appeals Body training in January, also at UC Irvine.
- **Professional Development and Involvement**
 - The Office of Student Conduct is a founding member of 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, Rubia Hernandez, and Revelle College Dean of Student Affairs Sherry Mallory representing UC San Diego.
 - For the July meeting, hosted by Ashford University, campus attendees included White, Trapp, Mallory, Caitlin Meagher, Mallory, Warren College Assistant Director of Residence Life Cesar Figueroa, and Muir College Dean of Student Affairs Patty Mahaffey.
 - In October, Student Conduct Coordinator Natania Trapp attended the ASCA Title IX and Student Conduct Training Institute in Baltimore. The training focused on increasing the capacity of practitioners to develop and improve their campus responses to sexual misconduct. Specific sessions focused on the impact of trauma, due process, investigation strategies, and case analysis.
 - Director of Student Conduct Ben White attended the Education Law Association Annual Conference in November at the Cleveland Marriott Downtown at Key Center. White gave a presentation entitled “The Long Arm of Campus: The Definition and Exercise of Off-campus Jurisdiction on College Campuses” and also facilitated a webinar on the topic in March for association members.
 - Director of Student Conduct Ben White participated in Jeanne Clery Act training facilitated by the Clery Center for Security on Campus in January at the Sheraton Mission Valley San Diego Hotel.
 - Administrative Assistant Caitlin Meagher attended a Campus Sexual Assault/Dating Violence/Domestic Violence/Stalking Conference at Coronado in February.
 - Administrative Assistant Caitlin Meagher attended the **Gehring Institute** in June at the University of California, Berkeley. Sponsored by the Association for Student Conduct Administration, the institute is the premier training program for student conduct professionals.
 - In July, Student Conduct Coordinator Natania Trapp attended the Restorative Justice track of the **Gehring Institute** in Indianapolis.
 - Office of Student Conduct professional staff are members of the following professional associations:
 - **Association for Student Conduct Administrators (ASCA)** (Ben White, Natania Trapp, Caitlin Meagher)
 - **NASPA – Student Affairs Administrators in Higher Education** (Natania Trapp)
 - **Education Law Association (ELA)** (Ben White)
 - **National Association of Clery Compliance Officers and Professionals (NACCOP)** (Natania Trapp)

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POLICY DEVELOPMENT

I. STUDENT CONDUCT CODE

The Office of Student Conduct proposed a set of revisions to the UC San Diego Student Conduct Code to go into effect for Fall 2016. These changes were approved by Chancellor Khosla and were officially implemented for the 2016-17 academic year on September 15th, 2016.

Some of the key changes included:

- The Student Conduct Review process will be handled by the Community Standards Board or a Review Officer.
- Revision and clarification of the interim suspension process.
- Clarification on the adjudication process for harassment and discrimination cases.
- The incorporation of the Graduate Housing Policies, created and maintained by Housing, Dining & Hospitality, in Section VII, Letter F.
- The addition and revision of several definitions for greater clarity, including “Notice of Inappropriate Conduct”, “Policy and Procedure Manual”, “Student Organization” and “Knives.”

The changes were initially reviewed and discussed by the Student Conduct Standards Group. Feedback was received from the greater campus community during Spring 2016 in an open campus comment period. The full summary of approved revisions is available on the Office of Student Conduct website.

• Section II – Definitions

- Due to the changes with Student Conduct Reviews, the term “Conduct Board” was replaced by “Community Standards Board” and the term “Conduct Board Advisor” was replaced by “Review Advisors”. The definitions for both terms remain unchanged. Additionally, these terms were revised throughout the document where necessary to account for the changes. (Section II, Letters E and Q).
- The definition of “Notice of Inappropriate Conduct” was deleted. It is now described in Section X, Letter D consistent with the University of California *Policy on Student Conduct and Discipline*. (Section II, Letter L). It was also added into Section XIV (at Letter E) to be available for reports involving Student Organizations.

• Section VI – Roles and Responsibilities

- The roles and responsibilities of the Director of Student Conduct, Deans of Student Affairs and Review Advisors were updated to reflect the changes made to Student Conduct Reviews. (Section VI, Letters A, B, and E).

• Section VII – Conduct in Violation of Community Standards

- The *Graduate Housing Policies*, created and maintained by Housing Dining Hospitality, were added to the standard in Letter F. (Section VII, Letter F).

• Section IX – Reports of Alleged Violations

- The types of reports handled by the Office for the Prevention of Harassment and Discrimination (OPHD) were clarified. OPHD handles harassment and discrimination reports relating only to protected classes as referenced in University policies. All other allegations of harassment and discrimination are handled by the Office of Student Conduct. (Section IX, Letter C).
- Harassment and discrimination reports are adjudicated under the *Student Conduct Code*. The UC San Diego *Interim Hearing Procedures for Alleged Sex Offenses, Harassment, and Discrimination Violations* were rescinded, effective September 15, 2016.

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- **Section XII & XIII – Student Conduct Reviews**

- Student Conduct Reviews involving suspension/dismissal, graduate students, medical and pharmacy students, Extension students, and Student Organizations were previously assigned to the Community Standards Board (CSB) or a Review Officer (usually a CSB chair). Reviews involving undergraduate students not subject to suspension or dismissal were assigned to the judicial board of the Respondent's college of registration. This case assignment process was developed by the Student Conduct Work Group during its 2012 Student Conduct Code rewrite. Their goal was to have an all-campus board (similar to the Academic Integrity Review Board) handle the most serious Reviews while assigning less serious incidents to the college judicial boards.
- The revisions resulted in all cases necessitating a Student Conduct Review assigned to the Community Standards Board or a Review Officer. There were several factors supporting Student Conduct Reviews being adjudicated solely by the CSB or a Review Officer.
 - First, we had seven groups that could have theoretically handled a Review (the CSB and six judicial boards; sexual violence and sexual harassment cases go to a three person staff panel of CSB members). For example, in 2014-15, we had 23 Reviews from 1246 cases and 2700 individual students. There was a high likelihood that, with seven board options, multiple boards would not receive a Review during a given academic year and some boards went consecutive years without a Review.
 - Second, having CSB handle all Reviews aligns with best practices across the UC system and benchmark institutions. The vast majority of other University of California campuses and benchmark institutions have one conduct board for their student conduct hearings.
 - Third, we had eight conduct board advisors (Ben White and Natania Trapp for the CSB and the six college Assistant Deans for the judicial boards). Similar to panelists, the advisors gain experience and expertise based on the cases they handle. With the format, we now have two experienced advisors (White and Trapp) with the necessary expertise to provide competent and diligent advice for a wide variety of cases. It should also instill a more centralized "institutional memory" for Review participants rather than having it dispersed among a wider group.
 - Fourth, the changes should alleviate scheduling difficulties experienced by the Office of Student Conduct. Many judicial boards are not fully formed until the middle part of Fall Quarter meaning that Reviews held in fall typically are assigned to the CSB, a Review Officer, or another judicial board. Scheduling difficulties also occur at the end of quarters (Weeks 9, 10, and Finals Week) making it difficult to secure five available judicial board members for a Review. Because of the mixture of staff and students on the CSB, we should have a greater opportunity to have Reviews during the early part of Fall quarter, end of quarter "blackout" periods, academic year breaks, and Summer Session(s). It should also reduce the time a Respondent has to wait to schedule a Review, thereby improving their experience with the student conduct process.
 - Finally, we want student panelists to receive a worthwhile and valuable conduct board experience. Many student panelists are fully trained but never get the opportunity to apply their knowledge in actual cases. One board, with a smaller number of overall eligible panelists, should create a more valuable experience, provide more regular training and professional development opportunities, and increase Review participation opportunities.

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- To reflect the changes, the Student Conduct Standards Group agreed that the number of students from each college on the Community Standards Board be increased from two to three. Additionally, the Office of Student Conduct will attempt to schedule at least one student from the Respondent's college of registration for a Review. This will help to maintain strong connections with the colleges and provide a peer-to-peer college connection between Respondents and panel members. (Section XII, Letter A (1) (i)).
- Even though college-based judicial boards will no longer handle Student Conduct Reviews, they will continue to operate within their respective colleges. Depending on the respective constitutions and bylaws, judicial boards will continue to handle college council election issues, constitutional interpretations, and officer impeachments. The boards have played an increasingly significant role in educating their communities about key student rights and responsibilities. For example, judicial boards have collaborated with the Office of Student Conduct, A.S. Advocacy, and other groups in facilitating "Know Your Rights" campaigns during the week of the annual Sun God Festival. They have also held events during the academic year aimed at increasing student awareness of the *Student Conduct Code*, Housing and Residential Life Policies, and the Responsible Action Protocol.
- Additionally, Section XIII was revised to reflect the change in assignment and handling of Student Conduct Reviews.
- **Section XVI – Interim Actions**
 - The Respondent's Dean of Student Affairs, in consultation with the Director of Student Conduct or their designee, imposed interim suspensions and other interim actions. In cases involving Student Organizations, the Director of the Center for Student Involvement imposed the action. The revisions put the authority for imposing interim suspensions and other interim actions with the Director of Student Conduct or their designee rather than the Respondent's Dean or the Director of the Center for Student Involvement. The change reflects current practice with interim suspensions and actions originating with the Office of Student Conduct rather than the Dean's Offices or CSI. Even with the changes, the Director of Student Conduct will still consult with the Dean or Director of CSI prior to imposing the interim suspension or action. (Section XVI, Letter A)
 - Another change is moving the approval by the Chancellor's or their designee (Vice Chancellor – Student Affairs) to before the Interim Suspension is issued. While the Chancellor's designee will be able to re-review the Interim Suspension once it is issued, the change overall reflects current practice and ensures that Interim Suspensions are reviewed and approved before they are issued. (Section XVI, Letter B)

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II. UNIVERSITY OF CALIFORNIA SYSTEMWIDE STUDENT ADJUDICATION MODEL

The UC Office of the President introduced a revised Sexual Violence & Sexual Assault Policy and adjudication model for related cases reported after December 23, 2015. In response to these mandates, the Office of Student Conduct assembled a committee to implement the new adjudication model and policy changes. The committee met every two weeks to review policies and procedures pertaining to all aspects of sexual violence and sexual harassment. You can find the new policy and adjudication model on the Office of Student Conduct website. The committee consisted of the following members:

- Judy Bruner, Office of Ethics and Compliance
- Lori Chamberlain, Office for the Prevention of Harassment and Discrimination (retired as of April)
- Jessica Heredia, CARE at SARC
- Tony Jakbusin, Directors Council of Residence Life and Sex Offense Panel Chair
- Dennis Klein, Office of Campus Counsel
- Sherry Mallory, Council of Deans of Student Affairs
- John Moore, Council of Provosts
- Kris Nelson, Graduate Student Association
- Lavinia Osilesi, Associated Students
- Carol Rogers, Office for the Prevention of Harassment and Discrimination
- Jon Carlos Senour, Student Legal Services
- Gisela Schmidt, Office for the Prevention of Harassment and Discrimination
- Ben White, Office of Student Conduct (Chair)

We also engaged in multiple and varied conversations about sexual violence and sexual harassment cases, especially about the policy revisions, new adjudication model and their application to our processes. Specific presentations and workshops included:

- Lori Chamberlain (OPHD) and Ben White (Student Conduct) gave a presentation at the Fall Student Affairs Unit Heads meeting on November 24, 2015 to discuss the changes to the system wide Sexual Violence and Sexual Assault policy and implementation of the new adjudication model.
- Chamberlain, White, and Nancy Wahlig (CARE at SARC) met with the Chancellor's Cabinet on November 30, 2015 to discuss campus efforts around sexual violence and sexual assault and to inform Cabinet members about the policy revisions and new adjudication model.
- Chamberlain and White presented on the policy revisions and adjudication model to the Intercollegiate Athletics Equity Diversity and Inclusion committee on December 1, 2015.
- White presented and led discussions about the new adjudication model with the Student Conduct Standards Group on January 14, 2016 and January 28, 2016.
- On February 5, 2016, CARE at SARC and the Office of Student Conduct facilitated a training session for professional staff members at CARE at SARC, OPHD, Office of Student Conduct, and UCSD Police Department regarding the policy changes and new adjudication model.
- White presented about the policy revisions and new adjudication model to Associated Students Council on February 10, 2016.
- For the Winter Quarter Student Conduct Officers workshop on February 12, 2016, White facilitated a discussion about the policy revisions and new adjudication model for University Student Conduct Officers. Panelists included Jessica Heredia (CARE at SARC), Tony Jakubisin (Sex Offense Panel), and Carol Rogers (OPHD).
- Rogers, Wahlig, and White presented on the policy revisions and new adjudication model to the Administrative Leadership Council on February 23, 2016.

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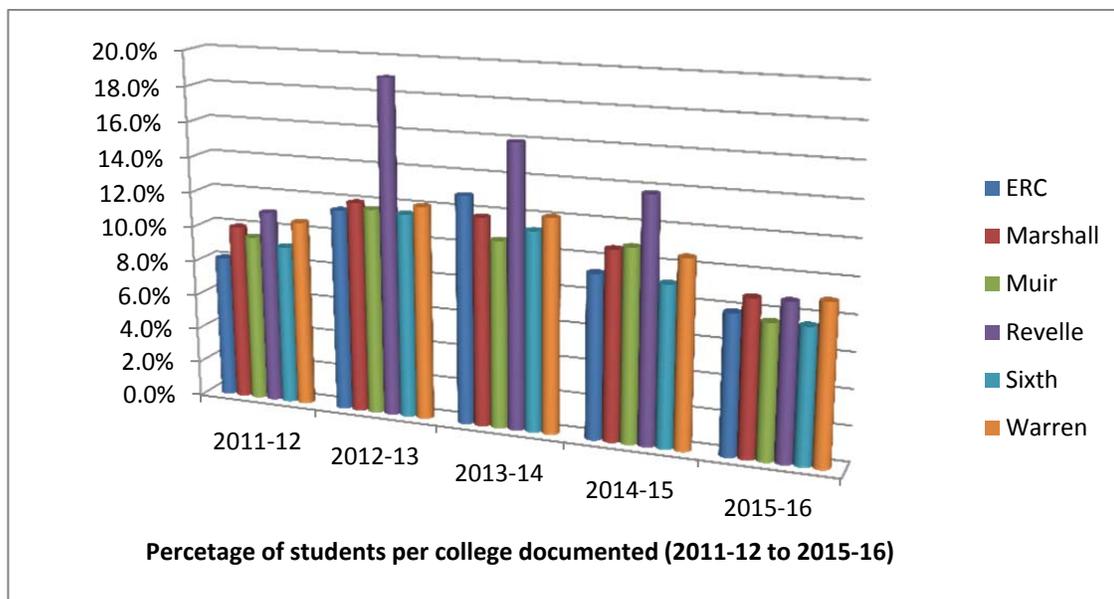
STATISTICAL SUMMARY

• Overall Incident Statistics

- During the 2015-16 academic year, we processed 1027 incident reports, about a 12 percent decrease from 2014-15 (1246). Thirty percent of all reports came from Resident Advisors or House Advisors and 35 percent were submitted by Residential Security Officers.
- During the course of the academic year, 2268 individual undergraduate students (2855 total including graduate and professional students) were processed through the student conduct process. This represents about an 18 percent decrease of individual students from 2014-15. Also, the percentage of the undergraduate population seen through the student conduct process decreased from 10.8 percent to 8.5 percent.
- About 80 percent of all students referred to the student conduct process were involved in only one incident, equating to a repeat incident rate of 19.2 percent. These numbers were similar to previous years.
- The overall recidivism rate has decreased by at least one percentage point in each of the last three years. The recidivism rate in 2015-16 was a five year low of 10.8 percent. Similarly, alcohol recidivism has decreased by five percentage points (11.5% to 7.3% to 6.3%) over the past three years.

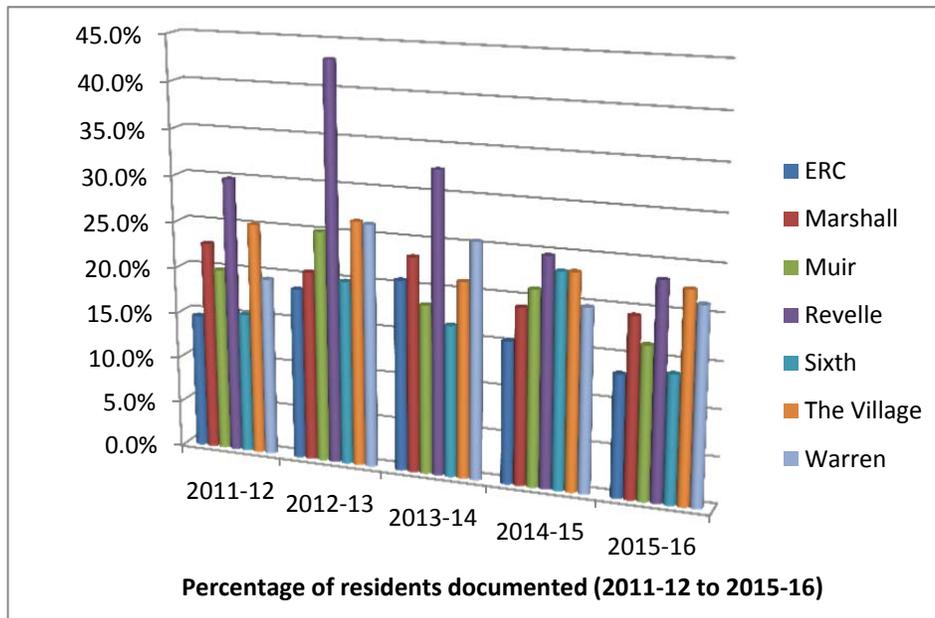
• College and Residential Populations

- For each of the six undergraduate colleges, we saw about 8.5 percent of their student populations. This was a two and a half percentage point decrease from 2014-15.
- The six undergraduate colleges have seen similar numbers of students involved with student conduct incidents over the past four years.
- The percentage of students from an individual college is typically between nine and 12 percent but came in between seven and a half and nine percent in 2015-16.



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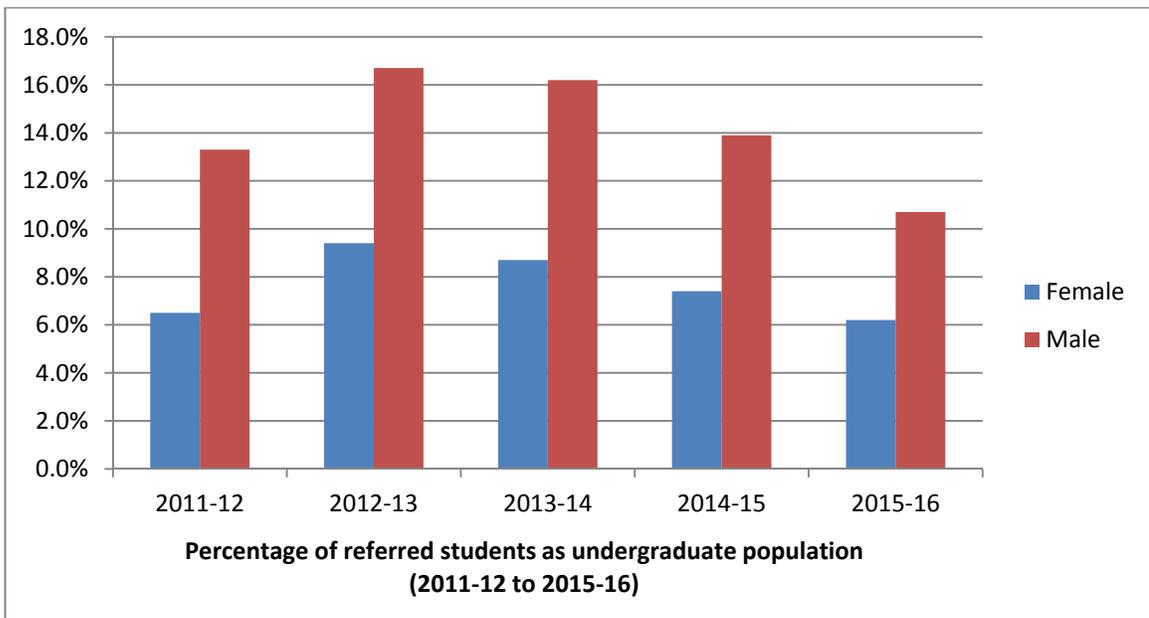
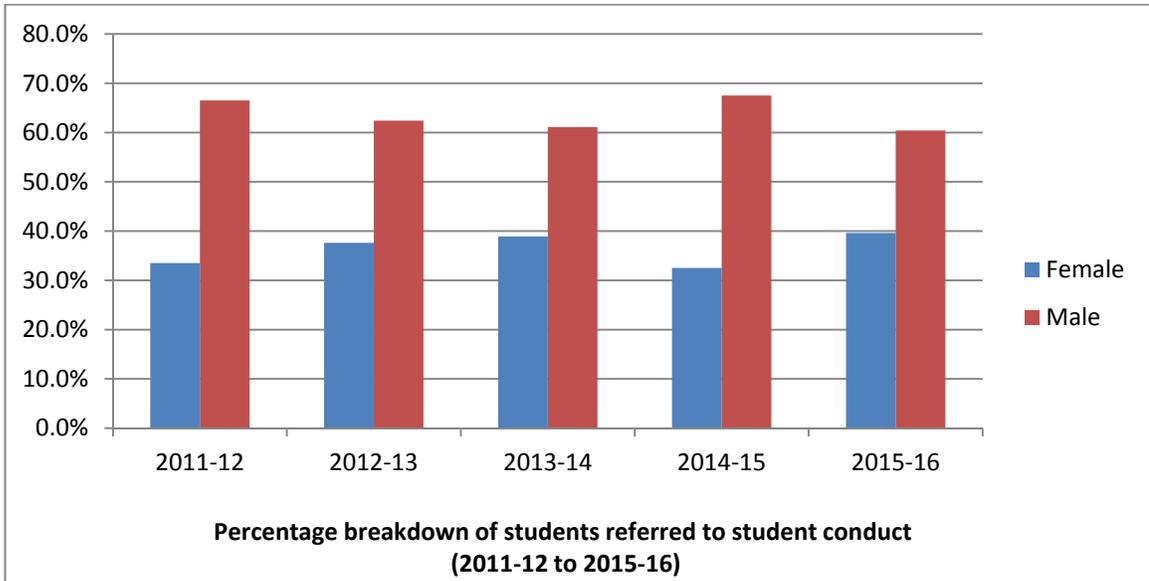
- We saw about 18.8 percent of all on-campus residential students, a two percentage point decrease from 2014-15 and a 7.5 percentage point decrease from 2013-14. The current percentage of residents is similar to the levels of 2011-12. Interestingly, there were about 4000 more residents in 2015-16 than in 2011-12 and some students are now living three or more to a room.



- **Gender**

- During the 2015-16 academic year, more than three-fifths of students referred to the student conduct process were male. This is a decrease from 2014-15 but mirrors trends from 2012-13 and 2013-14. The percentage of female students referred to the process increased seven percentage points from 2014-15. The 2015-16 percentage (39.6%) is similar to 2013-14.
- 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 10.7 percent of the male undergraduate population and about six percent of female undergraduate population. Both percentages are similar to trends we saw from 2012 through 2014.

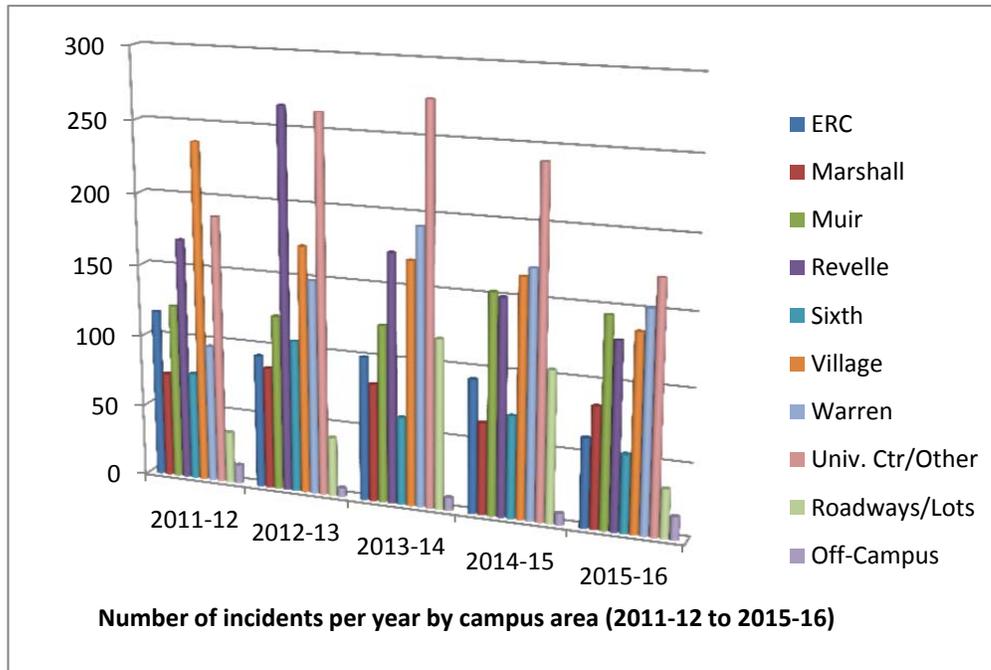
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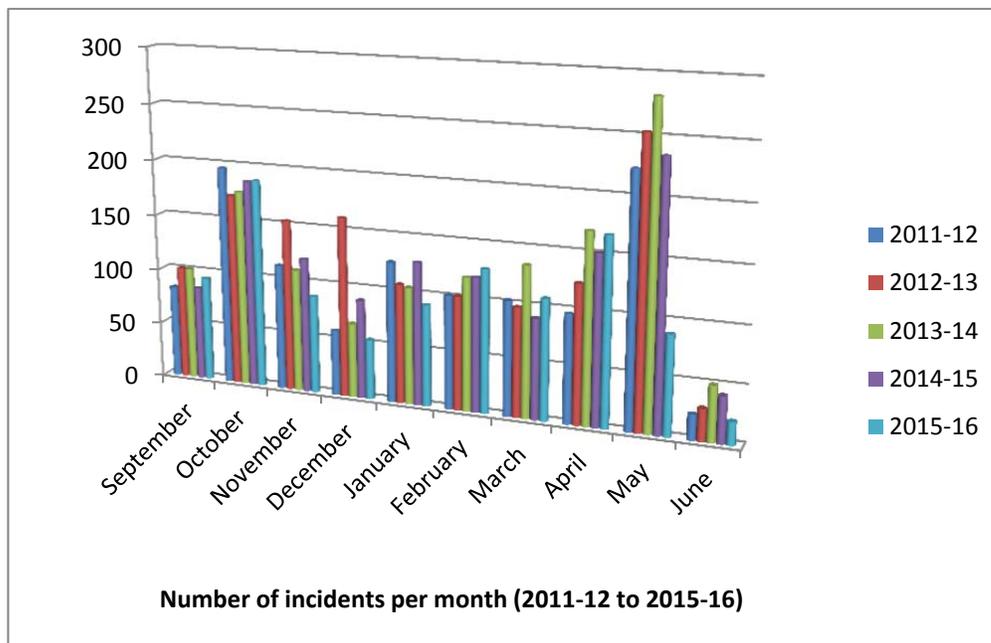
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- **Incident Location and Month of Incident**

- About 78 percent of all incidents occurred in campus residential areas, with Warren, the Village, and Muir being the most frequent locations. Most of the remaining incidents occurred in other campus areas, with the most frequent incident occurring in the UC San Diego Bookstore, at the Sun God Sobering Center, in parking lots, and on campus roadways.



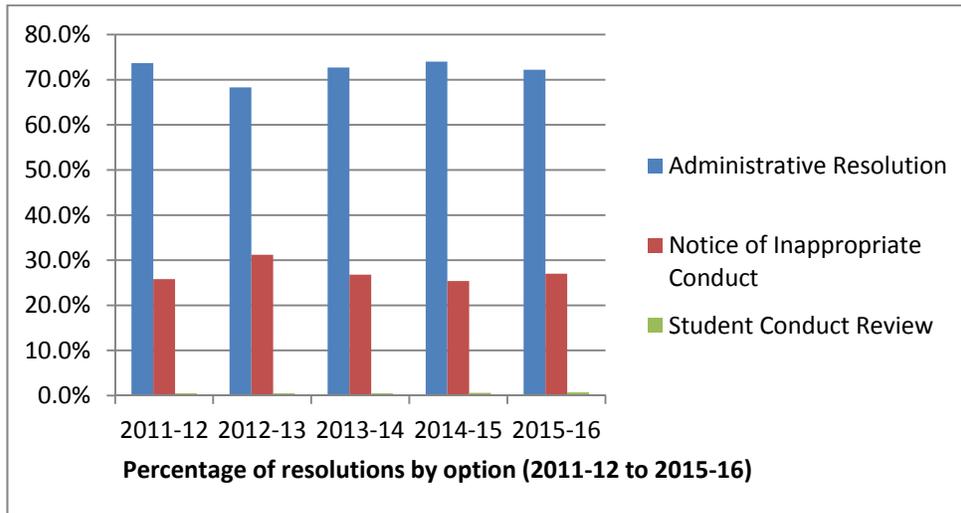
- Over the past five years, the most common months for incidents typically are May and October. This is due to the increased number of campus events during these months, most notably the Sun God Festival in April/May. Note that the Sun God Festival has been moved to the end of April, which will result in a greater number of incidents in that month over the next few years.



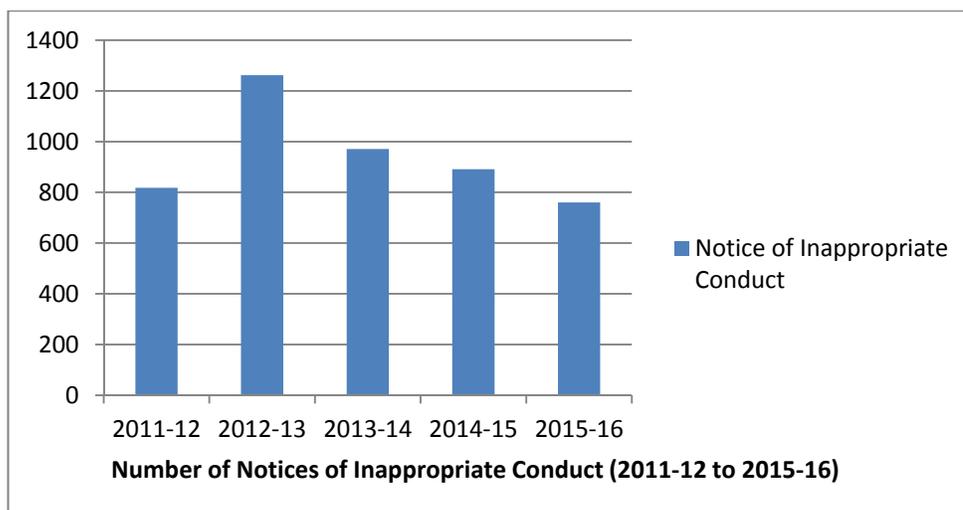
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• Administrative Resolutions

- Of the 2855 total students participating in the student conduct process, 99.3 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.

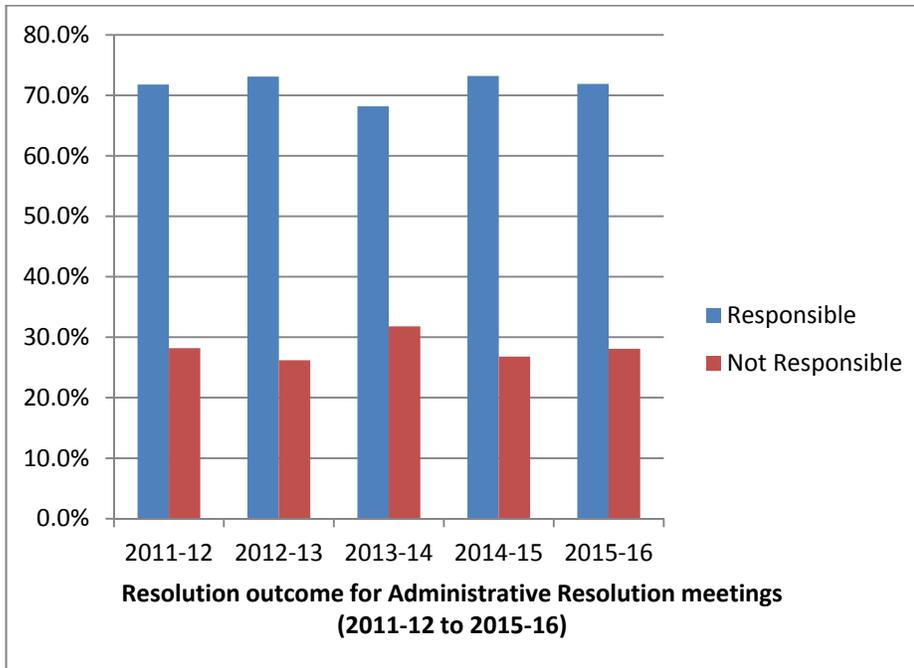


- This past year, 72.2 percent of students processed had their cases resolved through a meeting with a Student Conduct Officer, down a percentage point from 2014-15.
 - The reason why not all incidents are handled through an Administrative Resolution meeting is that many incidents are considered “low-level” (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 71.9 percent of meetings. In the remaining meetings, the Student Conduct Officer dismissed the alleged violations because the student was not responsible or there was not a preponderance of the evidence to support the allegations.



• Violations

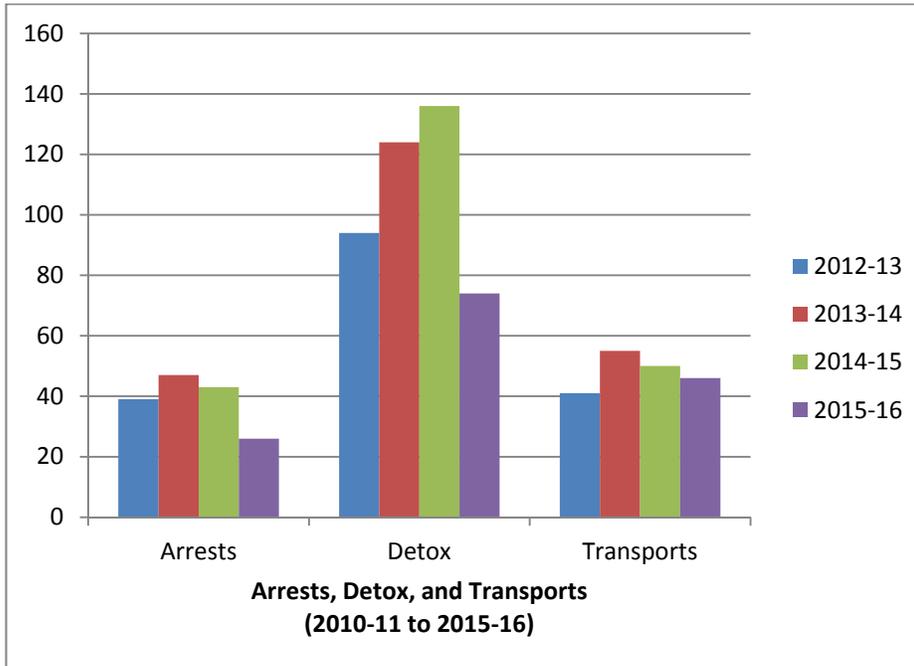
- Seventy-five percent of all Student Conduct Code violations during the 2014-15 academic year involved the Housing and Residential Life Policies (Student Conduct Code Section VII, Letter F). This comes as no surprise given that nearly 80 percent of all incidents occur within campus residential areas.
- The number of alcohol-related policy violations decreased nearly 60 percent from 2014-15 and resulted in the lowest number of policy violations since 2010-11 (1228 total)
- The other common violations involved Housing and Residential Life Policy violations, including Noise/Quiet Hours, Failure to Comply, and Guest/Visitor Behavior.

Most Common Violations	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL	% VIO
Alcohol Policies (Res Life Pols & Code)	1574	2179	1761	1932	1228	8674	47.2%
Noise/Quiet Hours	465	603	636	655	476	2835	15.4%
Failure to Comply	221	162	255	213	109	960	5.2%
Guest/Visitor Behavior	207	243	216	163	129	958	5.2%
Conduct Threatening Health/Safety	166	148	205	213	139	871	4.7%

- We saw a decreased number of incidents involving students sent to detox facilities in 2015-16. As a result, there were more than 80 percent less students taken to detox than in 2014-15. Not surprisingly, nearly three-fourths of students sent to detox in 2015-16 were documented during the Sun God Festival, similar to previous years.

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- We saw a decreased number of students referred to the student conduct process for being arrested in 2015-16. Twenty-six students were arrested and referred to the student conduct process in 2015-16 compared to 43 students in 2014-15 and 47 students in 2013-14.
- Forty six students were transported to the hospital for alcohol or controlled substance related medical emergencies were referred to our office, a decrease of one from 2014-15 and four less than 2013-14.



- **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	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL	% SANCT
Formal Warning	699	1052	1036	970	912	4669	29.9%
Probation	545	614	601	671	363	2794	17.9%
Reflection Paper	358	364	377	458	423	1980	12.7%
Alcohol 101 Plus/Alc Self Assmt	163	307	367	273	286	1396	8.9%
CARRS Program	173	134	199	145	124	775	4.9%

- The Practical Decision Making Assessment and Reflection has seen an increasing number of students over the past five years. Thirty eight students were referred to the program in 2011-12 in comparison to 163 students in 2015-16. Over the past three academic years, an average of 160 students have been assigned to and completed this sanction.
- Fifteen students were suspended for at least one quarter and three students were dismissed from the University in 2014-15. Grounds for suspension and/or dismissal typically include distributing controlled

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substances, sexual assault, engaging in a physical altercation, violating probationary status, and committing a significant number of violations.

- There has been a significant increase of interim suspensions over the past two academic years after seeing only three in the previous four years combined. Almost half of the ten interim suspensions this academic year involved dating or domestic violence. Other interim suspensions involved conduct threatening the health or safety of others, battery, and possession/use of weapons. Five of the ten interim suspensions were fully upheld by the Hearing Officer while five were modified or removed.

- **Student Conduct Reviews**

- During the 2015-16 academic year, we conducted 22 Student Conduct Reviews. This was one less reviews than were held in 2014-15 and three more than 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	1	0	7
Review Officers	5	1	0	6
College Judicial Boards	3	3	0	6
Sex Offense Hearing Panel	3	0	0	3
TOTAL	17	5	0	22

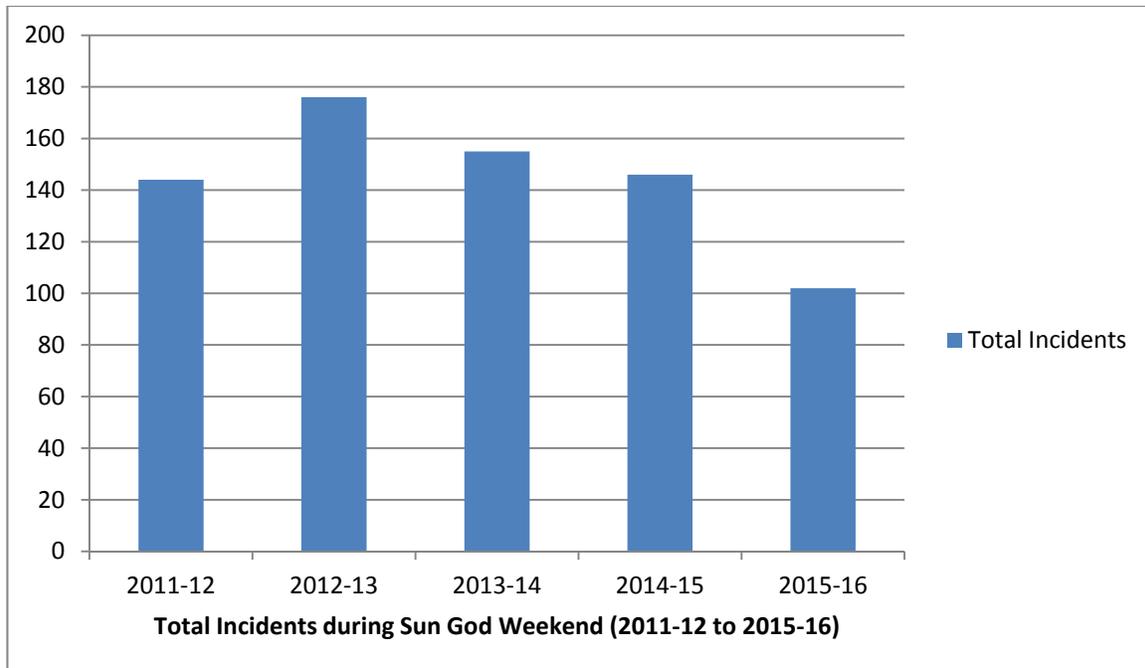
- **Appeals and Sanction Reduction Requests**

- 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, 50 in 2014-15, and 59 in 2015-16.
 - 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 59 requests received by the Office of Student Conduct this year, 55 involved sanction reduction requests while four 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 59 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 and Council of Deans worked with the new Bookstore Director to reduce the restitution charge to \$50 for cases where the amount taken is less than \$100. For cases where the merchandise taken is more than \$100, the restitution charge will be \$150. We hope this change will reduce the punitive nature of these cases and decrease the number of cases where students request a reduction in sanctions.

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• Sun God Weekend

- The overall number of incidents during Sun God weekend decreased this year compared to the past four years. This year we had 102 incidents reported in comparison to 146 in 2015, 155 in 2014 and 176 in 2013.
 - Typically, between 10 and 13 percent of all academic year incidents occur during Sun God weekend. This year, about 10% of all academic year incidents occurred during Sun God weekend.
 - Of the 102 incidents occurring during Sun God weekend, 80% (82) happened on the day of the Festival. This is similar to 2015 (83.6% of incidents on day of Festival).



- About 75% of all 2016 Sun God incidents involved alcohol. Typically, 75 to 85 percent of Sun God incidents involve alcohol.
- Cases involving drugs decreased to six this year, down from 13 in 2015 but similar to 2013 and 2014.
- More than half (52.9%) of all Sun God weekend incidents involved students being admitted to the on-campus Detox Center. This is a 63% decrease from 2015 but similar to 2014.
- Similar to 2015, police officers were involved in about 64% of all Sun God incidents reported to the Office of Student Conduct. This illustrates the number of law enforcement personnel employed to assist with safety for the day of the event.
- Most college/residential areas did not see significant change in documented incidents. However, both the Village and Warren saw major decreases in documented incidents.
- Nine students used and qualified for the Responsible Action Protocol (RAP) on the day of the Festival. Last 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 the 2014 festival.

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• Sun God Sobering Facility

- There were 54 students admitted this year, a 63% percent decrease from 2015 and a 40% decrease from 2014.
 - Overall, about 53% of all admittees were male, consistent with previous years. Interestingly and not consistent with the above, almost fourth fifths of all Level Two admittees were female.
 - About 17 percent of all students admitted to the facility qualified for the Responsible Action Protocol.

- Typically, a high percentage of students not living on campus are seen in the Sobering Facility. More than two-third (68.5%) of students in the facility 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 Sobering Facility. This year, nearly four-fifths (79.5%) of all students admitted were upper class students.
 - Consistent with the past two years, a majority of all students (56.0%) admitted to Level Two did not live on campus. Nearly 70 percent of students in Level One did not live on campus compared to 49% in 2015.

- There is typically a relatively even spread for college affiliation and residential area. However, seven of the 17 residential students in both facility levels live in Warren College.

- Medical transports from the Sobering Facility decreased again this year. No students who were checked in had to be medically transported. This is in comparison to one in 2015, five in 2014 and seven in 2013.

- Seven students admitted to the facility (13% of all students admitted to the facility) were removed due to arrest, the most since eight students were removed by arrest in 2011. In comparison, three students were removed due to arrest in 2015 and five in 2014.

- Overall average time spent in the Sobering Facility by students not removed by arrest or transport increased 25 minutes from 2014 (4hr 30min vs. 4hr 5min) and 39 minutes from 2014 (4hr 30 vs 3hr 51 min). This is the highest average for time spent in the facility over the past six years, with the next highest occurring in 2013 (4hr 11min).
 - Males averaged 4 hours 26 minutes while females averaged 4 hours 34 minutes.
 - Students in Level Two typically spend more time in the facility than those in Level One.
 - Level Two admittees averaged 5 hours 18 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 30 minutes more than those in Level One.

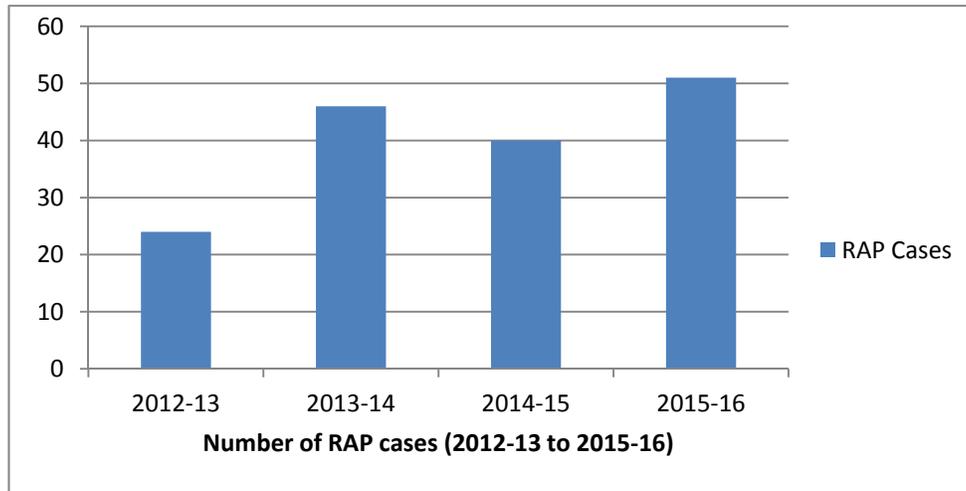
- With the shift in hours for the Festival, a majority of students (62.9%) were brought to the Sobering Facility between 3pm and 5pm.
 - For Level One, a little over half (50.8%) came between 3pm and 5pm. This was not the case in Level Two, as seven of nine admittees (77.8%) came to the facility between 2pm and 4pm.

- For the first time, volunteers used breathalyzers to assess student Blood Alcohol Concentration (BAC) when they arrived in the Sobering Facility.
 - Nearly three fourths of the students admitted (39 of 54) had BACs at .10 or above.
 - More than half of the students admitted (28 of 54) had BACs at .15 or above.
 - Close to one quarter of the students admitted (13 of 54) had BACs at .20 or above.

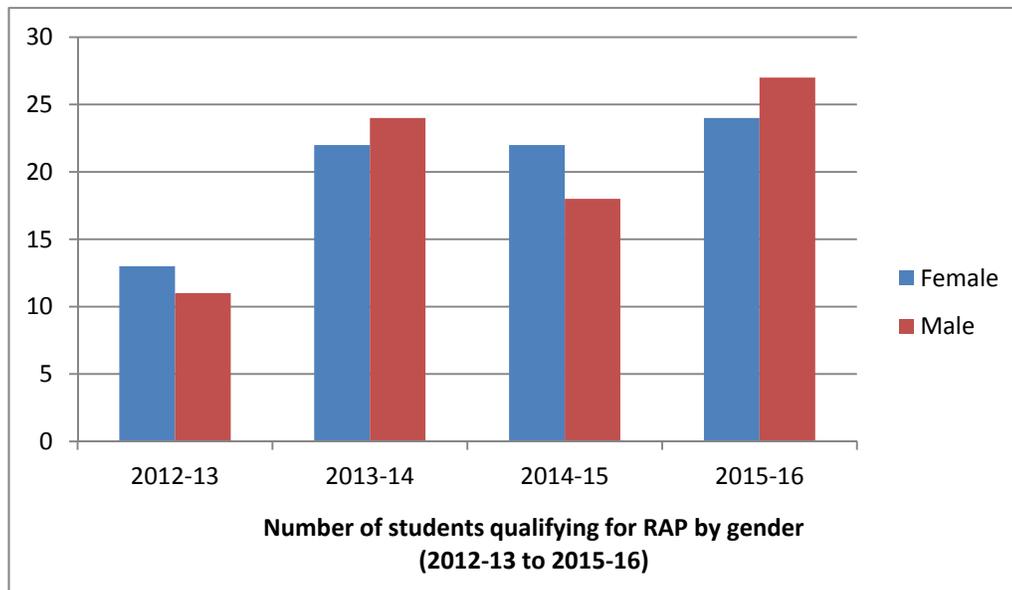
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- **Responsible Action Protocol**

- 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. Fifty-one students qualified for the Protocol in 2015-16, the most in the four year history of the protocol.



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



STUDENT CONDUCT PROCESS ASSESSMENT SUMMARY

Results and Discussion

This is the fourth year conducting this assessment and marks the fourth year since implementing an improved and fully revised *Student Conduct Code*. As we saw last year, there continues to be an increase of student responses that 'strongly agreed' with the statements they were asked about their experience with the student conduct process. This increase was seen for many questions asking for the respondent's level of agreement.

For example, over the past four years, we have seen a 34 percent 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 37 percent 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 why the policies are there. It is to keep everyone safe and to make sure that everyone feels comfortable living where they are. This is to prevent a problem from getting out of hand and to not get to the point where further action would be needed."
- "I learned that the school has created a fair system for dealing with conduct violations and that it seeks to educate and improve the student body rather than to punish."
- "I was given a fair chance to defend myself, which appears to be actually used in the decision. It's a fair process."
- "In terms of the process itself, I've learned that it is very fair and reasonable. Those involved on the process side are not out to get the students. They give students second chances."
- "They seemed to genuinely care about me and weren't trying to blame me or accuse me of anything, they just wanted to understand my perspective and help me to understand the dangers of the decisions I was making, which I respect a lot."

We believe these results show that students generally feel confident they are treated fairly in our process, which seems to create greater 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 39 percent of the students responding to the survey identified themselves as first year students, a two percentage point decrease from last year's results. About 22 percent of the respondents identified themselves as second year students, about 26 percent identified as third year students, and just under eight percent identified as fourth year students. Additionally, more than four fifths of respondents (82.4 percent) reported that they live on campus, similar to the past two years. The results also showed that 82.6 percent of all respondents are from the state of California, including half of them hailing from Southern California.

Typically, 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. In contrast to previous years, 26 percent of all students responding to the survey indicated they became aware of the *Code* at their new student orientation program, down from 32.4 percent in 2014-15. Interestingly, we saw a seven percentage point increase of students stating they received this information from their Resident Advisor (RA). When combined with the 29 percent of respondents who became aware of the *Code* through their administrative resolution meeting, it shows that RAs and Student Conduct Officers must have a strong knowledge of the *Code* and the student conduct process.

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Another interesting increase came with the percentage of respondents who “strongly agreed” or “agreed” that if they were more aware of the *Student Conduct Code*, the incident would not have occurred. About 45 percent of respondents “strongly agreed” or “agreed” with this statement. This is about a seven percentage point increase from 2014-15. Along the same lines, about one-fifth (20 percent) “strongly agreed” with the statement, an eight percentage point increase from the previous year. An additional 38 percent of respondents said they ‘neither agreed nor disagreed’ with this statement.

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?” Three-fifths of the responses stated that they knew about the Code but still engaged in the behavior. Specific comments included:

- “I was aware. I just didn’t expect to get written up because someone else was being irresponsible.”
- “I am aware of the Student Conduct Code, but seeing that nobody is perfect, I slipped up.”
- “I was aware of the Student Conduct Code; however, it was not my intent to break the rules. I had too much on my plate and I was not thinking clearly. I knew the consequences but my personal and academic issues clouded my thinking and I was too stressed.”
- “My expectations of college were stereotypical and I just so happened to fall into the stereotype of wanting to party and have fun. Although I was aware of the rules and regulations, I’m sure a similar incident would have occurred.”
- “We all make mistakes, and I made a regrettable one. I think I had to experience this to make sure it’ll never occur again.”

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 80 percent of respondents ‘strongly agreed’ or ‘agreed’ that their incident was resolved within a reasonable amount of time, a six-percentage point increase from 2014-15. 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 the one of the most 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 feel the Office of Student Conduct should address cases more quickly in order to allow students to move forward after they’ve been reprimanded, thus allowing the student to grow and refocus on other aspects of their lives.”
- “It took over three weeks from when the incident occurred to get the write up conformational email and then another to have the meeting. That is too long of a time to be waiting, and after that amount of time has passed it is very difficult to have to explain in detail the activities of the night. If it had been a little more timely I would have more information to explain my side of what happened as it would be fresh in my mind. A month is too long.”
- “It took almost six months to resolve the case. It was really stressful to have this looming over my head for so long.”
- These types of comments remind us that students do not have long memories about the incidents they are involved in. They have a lot going on in their lives and remembering the details of a student conduct incident over a month old can be quite difficult. We need to speed up the front end of the process to have more productive conversations and allow students to refocus on their studies and other activities.

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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. Interestingly, the percentage of respondents stating that they "strongly agreed" with this statement decreased from 45.9 percent to 39.8 percent. This mirrors a trend with other questions relating to student learning and satisfaction. While overall percentages of respondents stating that they "strongly agreed" or "agreed" stayed constant, the percentage of "strongly agree" responses decreased, with the residual found in "agree" answers. We plan to monitor this over the upcoming year to see if it is a greater trend or a one-year aberration.

On a positive note, a record 81.2 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, 76.8 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 percent of respondents (out of 738 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. Specific responses included:

- "Everyone handles situations differently, and specifically everyone has different sensitivity levels to comments and actions. And in certain situations, it is important to wait and react accordingly and in a respectable manner."
- "I always have agency; I'm ultimately the final arbiter of my actions and responsible for where I am, the possible risks of the situation I am in, and who I associate with."
- "I have learned that mistakes don't make you who you are. It's what you learn from them because everyone makes mistakes, no one is perfect."
- "I was given advice regarding my actions in relation to those around me. I was not as conscious as much as I should've been and will adjust my behavior so as to create a comfortable space for myself and for those around me."
- "This process is very fair, allowing me in some way to make up for this incident and clearly reflect on what had happened, and also reflect on my behavior."

While the majority of comments were positive, we took note of criticisms about the timeliness of the process, the way in which Residential Security Officers (RSO) 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 directly impacts their perception of the process. Specific comments included:

- "A more clear description of potential outcomes of the case when the alleged violation happened [would be helpful]. I didn't really know what was going on until I went in myself and asked."
- "As an international, I have a different view of security personnel. I do not feel safe in the presence of American security officials."
- "I think that the original email listing the violations should be received within a week rather than almost a month. People tend to not remember details of a night if meetings are long after the incidents."
- "The RSO incident report is what I have negative feelings about. The part that pertained to me was not accurate at all."
- "The process was fine, but I think the RAs and RSOs can afford to be a little more accurate in their reports."

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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 six years of student conduct statistical data in addition to four 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 are once again reminded that the timeliness of the process needs to continue to improve. As a result of the findings from the past three assessments, we continue to provide extensive assistance, training, and support to the college and residential life offices to assist with improved case turnaround time. This past year, we put a staff member as the point person for follow-up on outstanding cases. She also sent an open cases 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. These changes saw a six percentage point improvement in student responses that their case was resolved within a reasonable amount of time. We will also work on developing useful metrics to statistically evaluate case turnaround time, including 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 have continued to take notice of student comments wanting to know more about potential consequences for violations and information about the process prior to being documented. We are looking to add additional information to our letters and website to more effectively inform students about potential consequences and their rights within the process.

Lessons Learned from Assessment

Each year we read 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 year’s comments remind us that how students are treated when an incident occurs plays a significant part in how they perceive the process. This is certainly apparent in relation to the comments about how RSOs handled their incidents. Keeping this in mind is always important in helping students feel like they’ve been heard and treated fairly.