

OFFICE OF STUDENT CONDUCT
2016-17
ANNUAL REPORT

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UC San Diego Office of Student Conduct

October 4, 2017

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, today's student conduct office is involved in a wide range of activities, ranging 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 and related policies.

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 seven 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 2017-18 academic year marks my eighth year at the helm of the office and I'm excited about the year ahead. During my tenure, 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 (seventh year at UC San Diego, seventh in position)
- Natania Trapp, Assistant Director of Student Conduct (tenth year at UC San Diego, seventh with Office of Student Conduct, first in position)
- Caitlin Meagher, Student Conduct Coordinator (fifth year at UC San Diego, third with Office of Student Conduct, first in position)
- Caroline Kim, Administrative Assistant (fourth year at UC San Diego, first with Office of Student Conduct, first in position)

STUDENT STAFF

- Rubia Hernandez, Graduate Assistant
- Julio Navarro, Student Assistant
- Madalyn Rogers, 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 October. The trainings focused on student conduct philosophy, due process and evidentiary standards, how to conduct Administrative Resolution meetings, and sanctioning principles.
- **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 trainings 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.
- **Greek 101** – The Office of Student Conduct presented on the Responsible Action Protocol at Greek 101 presentations in October 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.
- **Hazing Prevention Panel** – In May, Director of Student Conduct Ben White participated on a panel discussing hazing prevention and risk management with leaders of UC San Diego’s fraternities and sororities. Other panelists included Sergeant Nel Garcia of the UCSD Police Department and Director of Student Legal Services Jon Carlos Senour.
- **IFC Judicial Board Training** – Director of Student Conduct Ben White facilitated training for members of the Interfraternity Council Judicial Board in April regarding their roles and responsibilities, hearing procedures, effective questioning, and sanctioning.
- **Quarterly Workshops** – The Office of Student Conduct held two 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 updates about the Student Conduct Code, sanctioning, and statistics along with the following special presentations:
 - **Basic Needs Initiative** – Patty Mahaffey, Muir College Dean of Student Affairs
 - **Student Legal Services** – Jon Carlos Senour, Director of Student Legal Services
 - **Students of Concern** – Monique Crandal, Director of Student Affairs Case Management
 - **“Trauma and Counterintuitive Behavior”** (April) – This workshop, led by Jessica Heredia and Lana Talampas from CARE @ SARC, focused on key topics relating to trauma and counterintuitive behavior experienced by victims of dating violence.
 - **“Student Conduct Awards Luncheon”(June)** – The Office of Student Conduct honored Student Conduct Officers and support staff with the third annual Student Conduct Awards Luncheon. Along with treating staff to lunch, Director of Student Conduct Ben White unveiled the yearly Student Conduct Awards. Winners included:
 - **Co-Student Conduct Officers of the Year** – Mario Garibay, Warren College and Rui Montilla, the Village at Torrey Pines
 - **University Representative of the Year** – Melina Remesha, Revelle College
 - **Student of the Year** – Kishan Desai, Revelle College
 - **Newcomer of the Year** – Fnann Keflezighi, Marshall College
 - **The Director’s Award** – Brittany Norris, Revelle College

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- **Resident Advisor/House Advisor training** – The Office of Student Conduct facilitated individual two-hour trainings for Resident Advisors and House Advisors in each of the seven residential areas during August. The office trained new RAs/HAs on roles and expectations, report writing basics, and developing a greater understanding of the student conduct process. After the individual sessions, Director of Student Conduct Ben White emceed the third annual “Battle of the RA/HA Stars”, won by the Village at Torrey Pines.
- **Residential Security Officer Training** – Natania Trapp and Caitlin Meagher facilitated training for campus Residential Security Officers focusing on their roles in the student conduct process, report writing, and student evaluations.
- **Student Conduct Assistants Training** – In September, Natania Trapp and Caitlin Meagher provided training to Deans’ and Residential Life Assistants as to their roles in the Student Conduct process.
- **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, Global Seminars faculty, Sixth College Orientation Leaders, and Warren College residents.
- **Student Conduct Review Training** – In early-October, Director of Student Conduct Ben White, Director of Student Legal Services Jon Carlos Senour, and Sixth College Director of Residence Life Tony Jakubisin organized and delivered a three hour training to new panel members of the Community Standards Board. In November, White and Caitlin Meagher facilitated training for all University Representatives regarding their roles within the Student Conduct Review process. White and Meagher facilitated a similar session in April for recently appointed Community Standards Board members and University representatives. Each session focused 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 & Drugs Issues and Trends Committee (Caitlin Meagher, 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 Team (Caitlin Meagher, member)
- Clery Compliance Workgroup (Natania Trapp, member)
- Coordinated Community Response Team (Ben White and Natania Trapp members)
- Demonstrations and Sensitive Issues Committee (Ben White, member)
- Intercollegiate Athletics Equity Diversity & Inclusion Committee (Natania Trapp, member)
- Muir Dean of Student Affairs Search Committee (Ben White, member)
- OPHD Director Search Committee (Ben White, member)
- Parent Professional Learning Community (Natania Trapp, member)
- Residential Security Officer Interview Committee (Caitlin Meagher, member)
- Restorative Justice Committee (Natania Trapp, co-chair; Caroline Kim and Rubia Hernandez, administrative support)
- Revelle College Assistant Dean of Student Affairs Search Committee (Natania Trapp, member)
- Revelle College Director of Residence Life Search Committee (Caitlin Meagher, member)
- Smoking Policy Committee (Caitlin Meagher, member)
- Student Affairs Assessment & Evaluation Leadership Team (Ben White, member)
- Student Affairs Assessment & Evaluation Learning Community (Caitlin Meagher, member)
- Student Conduct Standards Group (Ben White, chair)

• 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 and out of the Center, entering reports into the Advocate database, and managing front end volunteers.
- Student Conduct Coordinator Caitlin Meagher participated in Warren College's **Careers in Student Affairs panel** in October. Meagher also presented about "Time Management" with Marshall College Academic Advisor Sophia Davidson at Warren College's **Student Leadership Conference** in May.
- Assistant Director Natania Trapp and Student Conduct Coordinator Caitlin Meagher served as judges for the annual **UnOlympics** competition held in September.
- Graduate Assistant Rubia Hernandez assisted with **Resident Advisor Group Selections** for Sixth College.
- Caitlin Meagher participated in **Student Affairs Demonstration Monitors Training** in December.
- For the second consecutive year, Director of Student Conduct Ben White participated in the **Discover The Law program**, sponsored by Student Legal Services, White presented about the area of Sports Law.

• 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**.

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- Director of Student Conduct Ben White and Assistant Director Natania Trapp attended the Fall Student Conduct Officers meeting held in November at UC Irvine. White and Student Conduct Coordinator Caitlin Meagher attended the Spring Student Conduct Officers meeting held in May on the UC Santa Barbara campus. White also co-facilitated a training session about interim suspensions during the meeting.
- 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.
- For the third consecutive year, Director of Student Conduct Ben White facilitated training for the **UC Irvine Student Conduct Board**.
- Assistant Director Natania Trapp and Student Conduct Coordinator Caitlin Meagher attended system-wide **Title IX training for Student Conduct Officers** at the UC Office of the President in Oakland.
- **Professional Development and Involvement**
 - The Office of Student Conduct hosted **restorative justice training** for campus and other local student affairs professionals in June. The training was conducted by nationally recognized experts David Karp and Duke Fisher and focused on the basics of restorative practices on a college campus. The training was also designed as a “train the trainer” model as UCSD participants will train others on campus to be facilitators in our nascent restorative justice program.
 - 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 campuses to discuss student conduct issues and engage in professional development.
 - The Office of Student Conduct hosted the meeting in January with Ben White, Natania Trapp, Caitlin Meagher, Caroline Kim, Rubia Hernandez, Warren College Coordinator of Student Activities Mario Garibay, Sixth College Director of Residence Life Tony Jakubisin, Revelle College Dean of Student Affairs Sherry Mallory, and Revelle College staff member Derek Murakami representing UC San Diego.
 - For the July meeting, hosted by the University of San Diego, campus attendees included White, Trapp, Kim, and Marshall College Assistant Director of Residence Life Michelle Greenlee.
 - In November, Director Ben White attended the ASCA **Sexual Misconduct Institute** in Kansas City. 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. In July 2017, Student Conduct Coordinator Caitlin Meagher attended the same training, this time held in Indianapolis as part of the **ASCA Gehring Academy**.
 - In January, Natania Trapp, Caitlin Meagher, and Rubia Hernandez attended an **ASCA Southern California Drive-In** at Chapman College in Orange. In July, Trapp, Meagher, and Caroline Kim attending a similar event at Otis College Art and Design in Los Angeles. Both meetings were designed to bring Southern California student conduct professionals together to discuss current issues and trends and make greater networking connections.
 - 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** (Natania Trapp)

POLICY DEVELOPMENT

During Spring Quarter 2017, the Office of Student Conduct proposed a set of revisions to the UC San Diego Student Conduct Code. The proposed changes were initially reviewed by the Student Conduct Standards Group. Feedback was received from the greater campus community in an open campus comment period and final changes were reviewed and approved by Chancellor Khosla, Campus Counsel, the UC Office of the President, and the Office of Ethics and Compliance.

Additionally, revisions to the Registered Student Organizations Policy were requested through open campus comment periods during the past two academic years. Feedback was received from the greater campus community, including the Graduate Student Association, and final changes were reviewed and approved by Chancellor Khosla, Campus Counsel, the UC Office of the President, and the Office of Ethics and Compliance.

Revisions of both policies went into effect and were implemented on September 22, 2017.

Below is a summary of the changes to the Student Conduct Code and Registered Student Organizations Policy:

- **Section VI – Roles and Responsibilities**

- The roles and responsibilities of the Director of Student Conduct were updated to reflect staffing changes in Office of Student Conduct. (Section VI, Letter A)

- **Section XI – Administrative Resolution**

Students must contact their Student Conduct Officer within five business days of the date of the Administrative Resolution Letter. If they don't make contact within that time period, the Student Conduct Officer may determine the Respondent's responsibility for the alleged allegations and may assign sanctions based on the information in their possession without the Respondent's participation. (Section XI, Letter C)

- However, in practice, the majority of Student Conduct Officers send a second notice providing students a final opportunity to respond in five business days from the date of that letter. To engender consistency across the campus, we incorporated this second notice as a requirement for all Student Conduct Officers before they close out the case.

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

- There were two sections in the Code addressing Student Conduct Reviews: Section XII and Section XIII. After reviewing these sections, we determined there was no practical reason to have two separate sections addressing Student Conduct Reviews. The net result was that the two sections were consolidated into a new Section XII and the sections following were renumbered accordingly.

- **Section XIV – Sanctions and University Actions**

- There was no practical limitation on the types of cases where exclusions from areas of the campus or University-Supported Activities may be assigned. After a routine review of the *University of California Policy on Student Conduct and Discipline*, we noticed language limiting the assigning of these actions to specific situations. We added the language to be in alignment with the system wide policy. (Section XIV, Letter D(6))

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

- Appeals and sanction reduction requests must be submitted within 10 business days from the date the student was notified of the original decision. Given that Respondents may not look at the decision letter until several days after it is sent, we adjusted the deadline language for greater consistency across the board in all cases. The language was revised to state that appeals and sanction reduction requests must be submitted within 10 business days from the date of the notice of the original decision from the Student Conduct Officer. (Section XVI, Letter A)

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- Additionally, the Code stated that sanction reduction requests must be based on the ground that the sanction(s) assigned was grossly disproportionate to the violation committed. However, Student Conduct Officers also take the student's conduct record and University's Sanctioning Guidelines into account when assigning sanctions. Because of this, we revised the language to align with actual practice. (Section XVI, Letter D)

- **Section XVII – Student Conduct Records**
 - Prior to 2016-17, student conduct records were maintained for seven years from the date of the incident, with the exception of dismissals, which are held permanently. In 2014, the UC Office of the President issued a revised University-wide records retention policy impacting the length of time student conduct records are held. To be in compliance with that policy, we now maintain student conduct records for seven years from the end of the academic year the incident is resolved and dismissals for 50 years after the end of the academic year the incident is resolved. The changes will also help keep us in compliance with our obligations under the Clery Act. (Section XVII, Letters D, E, F)

- **Registered Student Organizations Policy**
 - The policy was revised to strengthen student authority for the operation and management of Registered Student Organizations. The revisions also clarified and expanded the roles and responsibilities of student members while permitting non-students to participate an organization in a more limited capacity.

 - Language was also added describing the roles of University-assigned Student Organization Advisors and organization appointed Community Advisors.

 - New language was developed specific to Cooperative Registered Student Organizations (“co-ops”). The language reflected the unique nature, purpose, and composition of these groups.

 - Finally, the term “registered student organization” was capitalized throughout the *Policy* as a specific and proper term (e.g. “Registered Student Organization”).

STATISTICAL SUMMARY

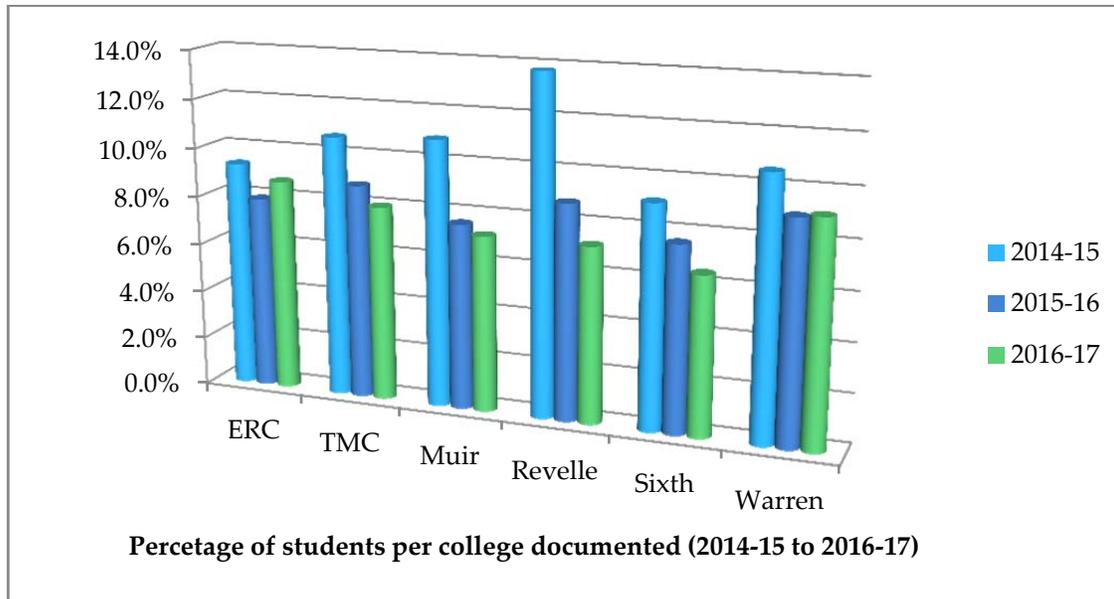
- **Overall Incident Statistics**

- During the 2016-17 academic year, we processed 1062 incident reports, similar to 2015-16 (1027) but about a 12 percent decrease from 2014-15 (1246). Forty one percent of all incident reports (437) were submitted by Residential Security Officers and an additional one-fourth of all cases submitted were by Resident Advisors.
- During the course of the academic year, 2250 individual undergraduate students (2852 total including graduate and professional students) were processed through the student conduct process. These numbers are almost identical to 2015-16 but represent about an 18 percent decrease of individual students from 2014-15. Also, the percentage of the undergraduate population seen through the student conduct process continued to decrease from 10.8 percent in 2014-15 to 8.5 percent in 2015-16 to 7.8 percent in 2016-17.
- About 44 percent of all cases involved alcohol and/or controlled substances. Another 44 percent of cases involved other violations such as Residential Life Policy violations and failure to comply. The remaining cases consisted of a variety of incidents, including theft from the UC San Diego Bookstore, illegal file sharing and downloading, and sexual violence & sexual harassment.
- About 81 percent of all students referred to the student conduct process were involved in only one incident, equating to a repeat incident rate of 19 percent. These numbers were similar to previous years.
- The overall recidivism rate increased by two percentage points in 2016-17 after decreasing by at least one percentage point in each of the previous three years. The recidivism rate in 2016-17 was 12.7 percent. Similarly, after three consecutive years of decreasing numbers, alcohol recidivism increased per one and a half percentage points (6.3 percent in 2015-16 vs 7.8 percent in 2016-17) compared to the previous year.

- **College and Residential Populations**

- For each of the six undergraduate colleges, we saw about 7.8 percent of their student populations. This was similar to 2015-16 but about a three percentage point decrease from 2014-15.
- The six undergraduate colleges have seen relatively similar numbers of students involved with student conduct incidents over the past four years.
- Over the past two academic years, the percentage of students from individual colleges has come in between six and a half and nine percent.

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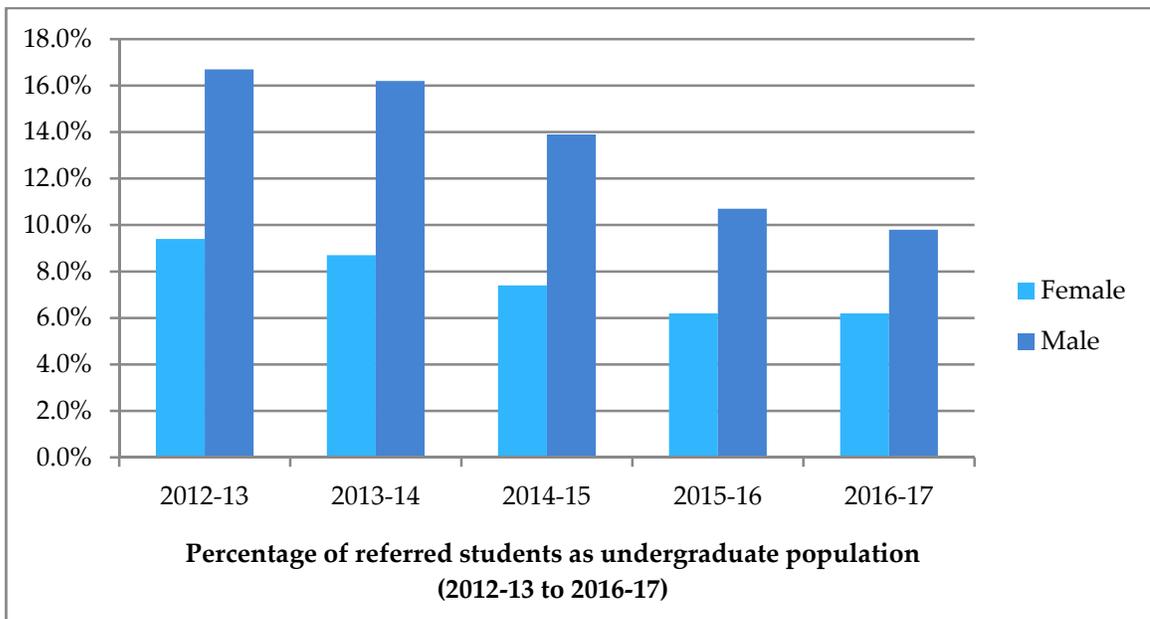
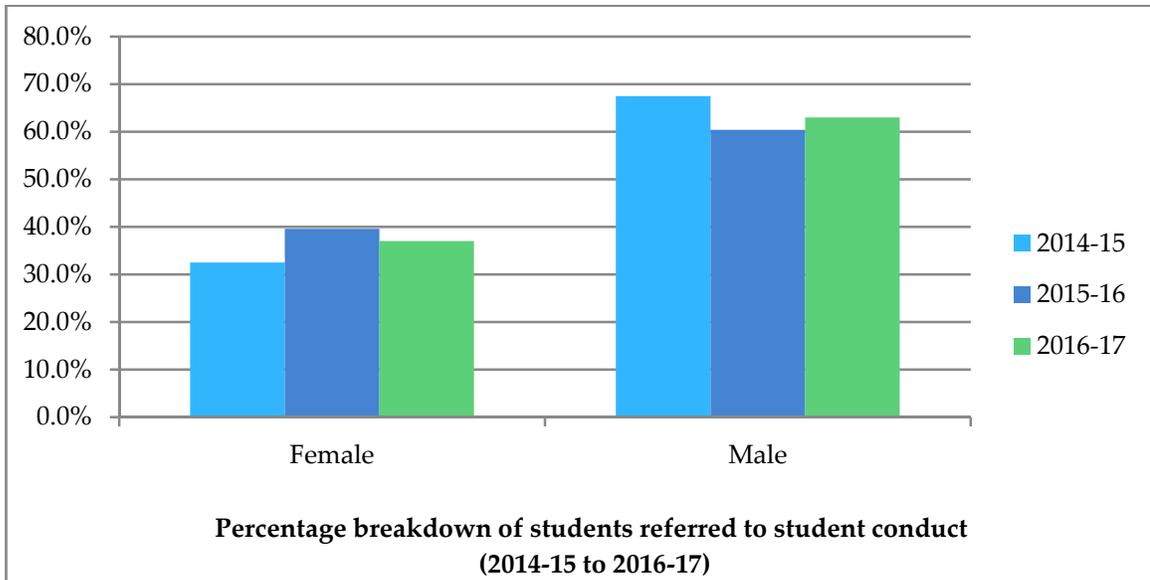


- For the fourth consecutive year, there was a decrease in the percentage of on-campus residential students seen in the process. This past year, we saw 16.8 percent of all on-campus residential students, a two percentage point decrease from 2015-16, a four percentage decrease from 2014-15 and a 9.5 percentage point decrease from 2013-14. The current percentage of residents is similar to the levels of 2010-11. Interestingly, there were about 4000 more residents in 2016-17 than in 2010-11 and some students are now living three or more to a room.

- **Gender**

- During the 2016-17 academic year, 63 percent of students referred to the student conduct process identified as male. This is a three percentage point increase from 2015-16 but a four percentage point decrease from 2014-15. The percentage of students identified as female referred to the process decreased about a percentage and a half percentage after increasing seven percentage points in 2015-16 from the previous year.
- 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 at least two males for every female.
- Additionally, we saw almost 9.8 percent of the male undergraduate population and 6.2 percent of female undergraduate population. The percentage of male undergraduates decreased for the fourth consecutive year and is the lowest percentage in the past seven years.

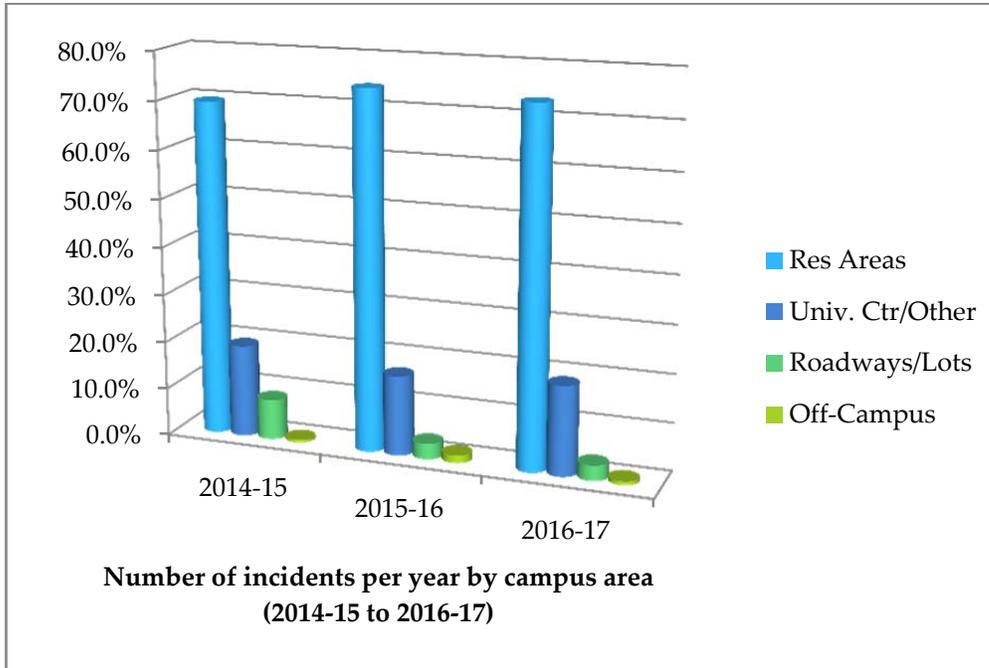
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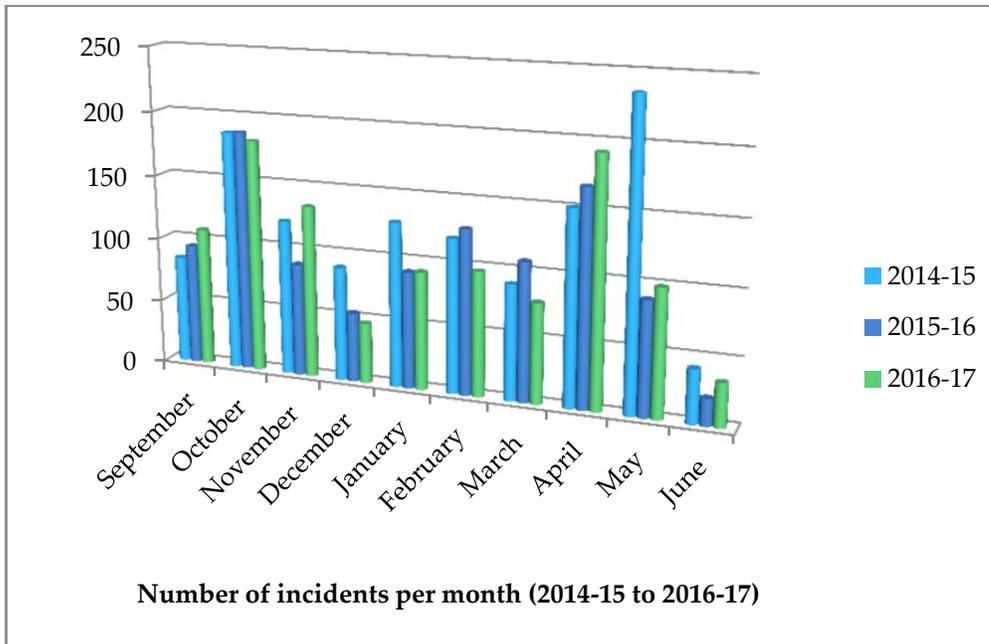
- **Incident Location and Month of Incident**

- About 77 percent of all incidents occurred in campus residential areas, with North Campus (the Village), Warren, and Muir being the most frequent locations. Most of the remaining incidents occurred in other campus areas, including the UC San Diego Bookstore, Sunshine Market, Sun God Sobering Center, in parking lots, and on campus roadways.

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- Over the past three years, the most common months for incidents typically are April/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 held at the end of April for the past two academic years, resulting in a greater number of incidents in that month.



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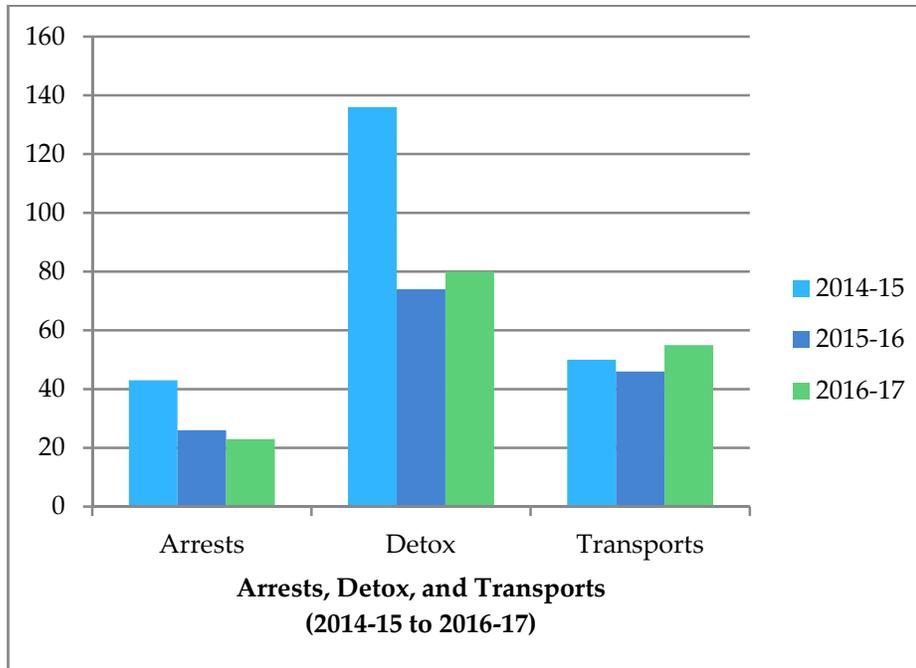
- **Administrative Resolutions**

- Of the 2852 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 Informal Warning or met with a Student Conduct Officer in an Administrative Resolution Meeting.
- This past year, 70 percent of students processed had their cases resolved through a meeting with a Student Conduct Officer, down two percentage points from 2015-16.
 - 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 Informal Warning for most of the lower level cases. This allows the colleges and residential areas to focus on incidents necessitating a direct resolution.
- Students who resolved their incident through the Administrative Resolution process, accepted responsibility for at least one Student Conduct Code violation in 75.6 percent of meetings, the highest percentage in the past seven academic years. 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-seven percent of all Student Conduct Code violations during the 2016-17 academic year involved the Housing and Residential Life Policies (Student Conduct Code Section VII, Letter F). This comes as no surprise given the high number of incidents that occur within campus residential areas.
- The number of alcohol-related policy violations decreased for the third consecutive academic year and resulted in the lowest number of alcohol policy violations since 2010-11 (1211 total).
- The other common violations involved Housing and Residential Life Policy violations, including Noise/Quiet Hours, Failure to Comply, and Guest/Visitor Behavior.
- We saw a slight increase of the number of incidents involving students sent to detox facilities in 2016-17. Even with the increase, there were more than 75 percent less students taken to detox than in 2014-15. Not surprisingly, about 85 percent of students sent to detox facilities in 2016-17 were documented during the Sun God Festival, similar to previous years.
- For the third consecutive academic year, we saw a decreased number of students referred to the student conduct process who were arrested. Twenty-three students were arrested and referred to the student conduct process in 2016-17 compared to 26 students in 2015-16 and 43 students in 2014-15.
- Fifty-five students were transported to the hospital for alcohol or controlled substance related medical emergencies and were referred to our office. This was an increase of nine from 2015-16 and five from 2014-15.

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- **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. The other most common sanctions assigned included non-academic disciplinary probation, reflection papers, online alcohol education programs, and the Practical Decision Making Assessment and Reflection (PDMAR).

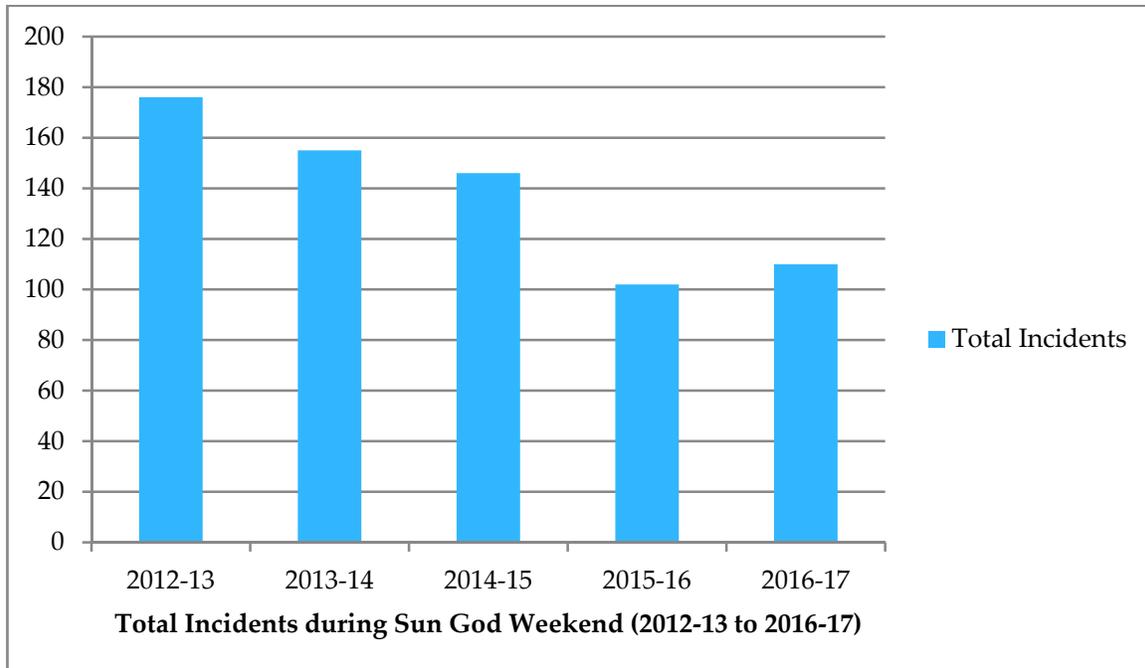
Most Common Sanctions	2012-13	2013-14	2014-15	2015-16	2016-17
Formal Warning	1052	1036	970	912	898
Probation	614	601	671	363	418
Reflection Paper	364	377	458	423	265
Alc 101 Plus/Alc Self Assmt	307	367	273	286	399
PDMAR	97	128	190	163	218

- 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 and 218 students in 2016-17. Over the past four academic years, an average of 159 students have been assigned to and completed this sanction.
- Seventeen students were suspended for at least one quarter and no students were dismissed from the University in 2016-17. Grounds for suspension and/or dismissal typically include sexual violence and sexual assault, distributing controlled substances, engaging in a physical altercation, violating probationary status, and committing a significant number of violations.

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- We issued eight interim suspensions during the 2016-17 academic year, a decrease of two from the previous year and one more than in 2014-15. Half of the eight interim suspensions this academic year involved Sexual Violence and Sexual Harassment Policy incidents, including sexual assault, sexual privacy, dating violence, and continued violation of a no contact order. Other interim suspensions involved conduct threatening the health or safety of others and battery. Four of the eight interim suspensions were fully upheld by the Hearing Officer while four were modified or removed, a similar ratio as in 2015-16.
- **Student Conduct Reviews**
 - During the 2016-17 academic year, we conducted 21 Student Conduct Reviews. This was one less review than were held in 2015-16 and two less than 2014-15.
 - In contrast to previous years, 60 percent of students participating in a Student Conduct Review were found responsible for at least one alleged violation. This is in comparison to 77 percent and 78 percent responsibility in each of the previous two academic years. Additionally, the most common case types advanced to Reviews involved, conduct threatening the health or safety of any person and controlled substances.
- **Appeals and Sanction Reduction Requests**
 - We saw a decrease in the number of sanction reduction requests and appeals in 2016-17 in comparison to previous years. We processed 51 sanction reduction requests and appeals in 2016-17 in comparison to 40 in 2013-14, 50 in 2014-15, and 59 in 2015-16.
 - Of the 51 requests received by the Office of Student Conduct this year, 49 involved sanction reduction requests while two 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 51 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.
 - The Sexual Violence & Sexual Assault (SVSH) Appeal Board hears student appeals for SVSH cases involving sexual assault, sexual harassment, dating & domestic violence, stalking, and other related violations. The Board held one hearing during the 2016-17 academic year, which resulted in affirming the decisions made by the investigator and Student Conduct Officer.
- **Sun God Weekend**
 - The overall number of incidents during Sun God weekend increased this year compared to the past four years. This year we had 110 incidents reported in comparison to 102 in 2016. The number of incidents this year is still lower than the number we saw in 2015 (146), 2014 (155) and 2013 (176).
 - Typically, between 10 and 13 percent of all academic year incidents occur during Sun God weekend. This year, 11.7 percent of all academic year incidents have occurred during Sun God weekend.
 - Of the 110 incidents occurring during Sun God weekend, 94.5 percent (104) happened on the day of the Festival. This is a higher percentage than both 2016 (80 percent) and 2015 (83.6 percent).

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- About 85 percent of all 2017 Sun God incidents involved alcohol, the highest percentage over the past seven years. This is in comparison to 77.5 percent in 2016, 74.7 percent in 2015, and 83.3 percent in 2014.
- Cases involving drugs increased from six to 10 this year but were down from 13 in 2015.
- More than three-fifths (61.8 percent) of all Sun God weekend incidents involved students being admitted to the on-campus Sobering Facility, the highest percentage over the past seven years. This is in comparison to 52.9 percent in 2016 and 60.3 percent in 2015.
- The percentage of incidents involving law enforcement personnel increased. This year, 70 percent of all Sun God incidents reported to the Office of Student Conduct involved law enforcement personnel in comparison to about 64 percent in each of the past two years. This percentage is directly related to the number of law enforcement personnel employed to assist with safety for the day of the event.
- Village, Warren, and Muir had an increased number of incidents during Sun God Weekend, while Marshall and Revelle saw a decreased number of incidents. In particular, Revelle (7 incidents) had the least amount of incidents in their residential area in the last seven years. Also, after averaging three incidents each of the past three years, Muir had eight incidents in and around this year's Festival.
- Twelve students used and qualified for the Responsible Action Protocol (RAP) on the day of the Festival. This is in comparison to nine students who used and/or qualified for RAP on the day of the 2016 festival and 17 students for the 2015 festival.
- **Sun God Sobering Facility**
 - There were 68 students admitted to the Sobering Facility this year, a 26 percent increase from 2016 but a 30 percent decrease from 2015.
 - Overall, about 44 percent of all admittees were male, inconsistent with previous years where males were the majority admitted to the sobering center. Consistent with last year's numbers, the majority of all Level Two admittees were female (70 percent in 2017)
 - Similar to 2016, about 17 percent of all students admitted to the facility qualified for the Responsible Action Protocol.

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- Typically, a high percentage of students not living on campus are seen in the Sobering Facility. Two-thirds (66.2 percent) 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 and consistent with previous years, more than 70 percent of all students admitted were upper class students.
 - Consistent with the past three years, a majority of all students (70.0 percent) admitted to Level Two did not live on campus. Nearly 70 percent of students in Level One did not live on campus, which was identical to the percentage seen in 2016.
- One student who was checked in had to be medically transported (after initially being arrested). This is in comparison to none in 2016, one in 2015, five in 2014 and seven in 2013.
- Twelve students admitted to the facility (17.4 percent 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, seven students were removed due to arrest in 2016, three in 2015, and five in 2014.
 - The increase of students removed because of arrest was due to greater vigilance on the part of Sobering Center staff to remove students from the facility quicker when they began engaging in disruptive or uncooperative behavior.
- Overall average time spent in the Sobering Facility by students not removed by arrest or transport (4hr 4 min) decreased 26 minutes from 2016 (4hr 30 min) but was similar to 2015 (4hr 5min).
 - Males averaged 3 hours 59 minutes while females averaged 4 hours 08 minutes.
 - Students in Level Two typically spend more time in the facility 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 typically average about an hour more than those in Level One. This year, the difference was about 40 minutes.
 - Males in Level Two typically average about 30 minutes more than those in Level One. However, this year the difference was 1 hour and 13 minutes.
- With the shift in hours for the Festival, a majority of students (60.3 percent) were brought to the Sobering Facility between 3pm and 5pm.
 - For Level One, a little over half (52.9 percent) came between 3pm and 5pm. This was similar to Level Two, as five of ten admittees (50.0 percent) came to the facility during the same time period.
- **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-six students qualified for the Protocol in 2016-17, tied for the second most in the five year history of the protocol.
 - There is an almost even split when it comes to gender of students qualifying for RAP. The statistical difference between genders is typically similar to the overall gender ratio of the undergraduate population.
 - Thirty-three of 46 students were assigned to and completed the Campus Alcohol Risk Reduction Seminar (CARRS) facilitated by Student Health Services. Other outcomes completed by students qualifying under RAP included the Alcohol Self-Assessment Questionnaire, reflection papers, and meetings.

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- The Office of Student Conduct recognizes students who help invoke the RAP by calling and/or asking University officials for assistance. We send these students a “thank you” note and give them OSC-related merchandise, including a RAP t-shirt, OSC water bottle and other related items. We also give them additional information about RAP so they can pass it along to their friends and fellow students.
- **Sexual Violence and Sexual Harassment**
 - During the 2016-17 academic year, the Office of Student Conduct received 31 reports of alleged violations of the University of California Sexual Violence and Sexual Harassment policy (SVSH). This is in comparison to 13 reported cases in the 2015-16 academic year. For the second consecutive year, these cases were investigated under the UC system wide Student Adjudication Model.
 - We received a wide range of SVSH case type, including sexual assault, dating/domestic violence, sexual harassment, stalking, sexual privacy, and failure to comply allegations. About 54 percent of the 31 reports involved sexual assault or domestic violence, in comparison to 77 percent in 2015-16.
 - There was a wide distribution of case resolution for students involved with SVSH incidents this past academic year.
 - Nine complaints were closed without an investigation due to lack of information, request from the Complainant not to investigate or other factors.
 - Eight Respondents were found responsible for at least one violation and assigned sanctions.
 - Seven Respondents are still currently in the investigation phase.
 - Seven Respondents were found not responsible for all alleged violations.
 - Four Respondents are currently in the adjudication phase.
 - Four SVSH Respondents were placed in interim suspension prior to or during their case being resolved and three Respondents received sanctions of a one year suspension or more.

STUDENT CONDUCT PROCESS ASSESSMENT SUMMARY

SUMMARY OF FINDINGS

This is the fifth year we conducted this assessment for student conduct resolution meetings. Overall, student responses that 'strongly agreed' with the statements they were asked about their experience with the student conduct process continued to increase. We also continue to see extremely thoughtful comments from students about our process and most importantly, its impact on them as students and the timeliness, or lack thereof, for resolving cases.

Over the past four years, we have seen a 42 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 40 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 appreciate the fact that I was given a second chance. People make mistakes and the fact that I get another chance instead of being suspended is greatly appreciated. I've learned the consequences of my actions and I am thankful that this process allows me to continue with my school work."
- "While the consequences of my actions were harsh, the student conduct officer made sure that I saw them as fair as well. By being extremely fair and understanding, the student conduct officer with whom I met made me see that only I am to blame and that I brought these consequences upon myself. If I want to avoid such consequences, I must improve my behavior and not bring upon myself such consequences by avoiding them."
- "Conduct officers are reasonable and willing to see your side of the story. What's important is finding a resolution and moving forward towards improvement, not punishing students."

We believe these results continue to show that students generally feel confident they are treated fairly in our process, which appears 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 their Student Conduct Officer, they are more likely to feel their perspective is being heard and they're being treated "like adults" rather than merely "kids".

About 42 percent of the students responding to the survey identified themselves as first year students, about 26 percent identified 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 (85.1 percent) reported that they live on campus, an increase of three percentage points from 2015-16. The results also showed that 80.7 percent of all respondents are from the state of California, including about half of them calling Southern California home.

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. At the same time, nearly 30 percent of respondents indicated that they became aware of the *Code* through their administrative resolution meeting. This tells us that, not only do Student Conduct Officers need to be well-trained and able to clearly explain the process to students, we need to consider additional ways of informing students about the *Code* and our process before they are involved with an incident.

While the majority of students know about the Student Conduct Code prior to being documented for policy violations, this knowledge does not necessarily serve as a deterrent to engaging in such behavior. As a follow-up to whether students are aware of the Student Conduct Code, we ask them, "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. Consistent with previous years, a majority of responses noted that they already knew about the Student Conduct Code but either engaged in the behavior anyway or didn't particularly think about the Code in their decision making process. A large number of comments

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submitted by respondents about what they learned and how they've changed their behavior tend to focus around being more aware of their actions, the process, and potential outcomes.

Given this data, we are considering assessing in the 2017-18 survey whether better awareness of the potential consequences, rather than just of the Code itself, may have prevented the incident from occurring. Asking this question, along with adding a follow-up question about how we can better inform students of these consequences may provide us with valuable data to share with colleagues as they design orientation and training programs.

Timeliness of the process continues to be an area of needed improvement and a major point of emphasis for our office. About 78 percent of respondents 'strongly agreed' or 'agreed' that their incident was resolved within a reasonable amount of time, a two-percentage point decrease from 2015-16, but still a four percentage point increase from 2014-15. Timeliness of the process has been one of the most frequent concerns students have expressed about the process in their survey answers. To better evaluate and understand this issue, we inserted a question into the survey asking why respondents 'strongly disagreed' or 'disagreed' that their case was resolved within a reasonable amount of time from when the incident occurred. We thought that getting a better sense of what students thought as a reasonable time to resolve their case would assist us in our efforts to alleviate this issue.

Of the 53 responses we received for the question, about 38 percent (20 responses) stated that their case took a month to resolve. Another eight responses stated their case took two months to resolve. Interestingly, only five responses registered complaint with cases resolved in less than a month. These results help support our office's emphasis on completing cases in a month or less.

Some comments we received from students about timeliness included:

- "By taking over a month it makes it's difficult to remember facts about the event."
- "I had to wait 4 months before I was able to truly move on from the issue. Although for some waiting that long might not be an issue, for me it meant often anxiety and panic attacks The Office of Student Conduct should find a way to meet with students before the year ends."
- "There were a large number of people in the incident. I understand that it would take time to organize meetings. However, informing people of the incident (incident report) could have been done faster (less than a month)."

These comments remind us that student conduct incidents cast a long shadow over students, even in cases where the potential sanctions aren't very serious. Students want to resolve the issue at hand and refocus on their academic and other endeavors. As will be discussed in the impact section, we need to speed up the administrative part of the process to facilitate this important reintegration phase in a timelier manner.

As part of their participation in the student conduct process, we want students to better understand the impact of their behavior, experience positive behavior change, and learn more about the importance of community standards. A record 84.4 percent of respondents 'strongly agreed' or 'agreed' 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, a record 79.1 percent of respondents 'strongly agreed' or 'agreed' that, as a result of the process, they have changed their behavior positively. In addition, a record 78.4 percent of respondents 'strongly agreed' or 'agreed' that the student conduct process helped them learn about the importance of community standards. 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 82 percent of respondents (out of 688 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:

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- “Being in trouble is not a fun or exciting process – having to face consequences makes me realize that taking dangerous and unlawful action does have serious repercussions.
- “Having difficult conversations with roommates is necessary.”
- “I have learned how much of a voice students have in this process and how we are encouraged to share our perspectives on the situation in question.”
- “I have learned that there are many more productive and less harmful ways of dealing with stressful periods and times in my life, and that to be at this school I need to make sure I continue to practice self-care, to show that I want to be here.”
- “Student conduct is very formal, very real – not actually out to get you, though.”

IMPACT OF ASSESSMENT ON PROGRAM

The most positive aspect of this assessment is getting another robust set of data about the student conduct process. We now have seven years of student conduct statistical data in addition to five 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 improve. As a result of the findings from the assessment, we continue to provide extensive assistance, training, and support to the college and residential life offices to assist with improved case turnaround time. We have a staff member as the point person for follow-up on outstanding cases and she sends an open cases list out to Dean’s Assistants and Residential Life Assistants (staff who manage caseloads for Student Conduct Officers) every two weeks facilitate quicker case turnaround. Since 2013-14, these changes have facilitated a four to six percentage point improvement in student responses that their case was resolved within a reasonable amount of time.

This year, we also calculated 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. This past year, case turnaround time came in at an average of 19.4 business days, which translates to about one calendar month. While calculating this statistics, we noticed that a few specific factors contributed to longer turnaround times within this overall average.

First, it takes nearly 14 business days for us to receive cases from the UCSD Bookstore. This is important because Student Conduct Officers resolved 80 Bookstore cases in 2016-17 (at the time of this writing), which is close to eight percent of our entire caseload for the year. While our Dean’s offices are able to turn these cases around relatively quickly and reduce the overall turnaround time, the time lag increases turnaround time and anxiety for students involved in these cases. We plan to reach out to the Bookstore Director to discuss ways to decrease the lag time in submitting reports.

Second, we noticed inconsistency across the residential life offices on how quickly meeting and decision letters were sent to students. To alleviate this inconsistency, we’ve made a change to the Student Conduct Code that provides that Student Conduct Officers will send a second meeting letter to students who fail to reply to the initial letter. This has been a general practice but not always followed by all offices. This change will also allow for conduct officers to feel more confident of sending out “failure to appear” letters to students who do not respond to the second letter. Many times, letters are sent, students fail to respond, and no action is taken on the case for several months. Quicker response with these letters should also assist with decreased turnaround time.

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Finally, we are working to finalize online training modules and “cheat sheets” for staff, especially Dean’s Office and Residential Life Assistants. We see a good amount of turnover in the assistant positions, which requires continual training of staff in these roles. While in-person training is helpful, there is a lot of information to remember in navigating our process. The online modules will be accessible so that staff can watch them upon hire and use them as a resource throughout the year, in addition to consulting with Office of Student Conduct staff. Similarly, we plan to develop “cheat sheets” to help staff in processing of cases. We’ve received feedback from staff that the differences between our process and Academic Integrity can be confusing, so we thought that providing information they can keep at their desk would help alleviate confusion and potentially speed up case processing.

We continue 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

The biggest lesson learned this year is just to make sure that staff understands the importance of sending the appropriate letter when meeting with students. We had a couple of staff members who would meet with students but close their case out not with a Resolution Meeting Letter but a Notice of Informal Warning. The difference between the two letters is that the former contains a link to the assessment survey and the latter, which is used as an alternative to the formal process, does not. We estimate that we lost between 50 and 100 responses to the survey due to this issue. This just reminds us that we have continually review letters going out to students and correct issues early rather than late.

Each year we also have Student Conduct Officers who come to the University and/or start hearing cases at different points of the academic year. We sometimes forget to revise the assessment and add them into the question asking who the student met with. We plan to be more vigilant in having an updated list of Student Conduct Officers in the assessment so that we can assess their performance rather than them being listed in the “other” category.