

COLLEGE STUDENT BEHAVIOR AND GENERATIONAL THEORY: MEANINGFUL  
LEARNING OPPORTUNITES

A Thesis Presented to  
The Faculty of the School of Education  
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In (Partial) Fulfillment  
Of the Requirements for the Degree  
Masters of Arts

By  
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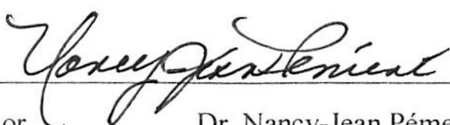
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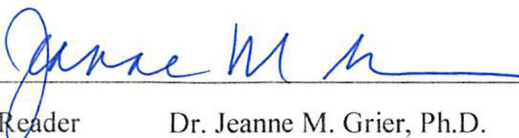
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### **Abstract**

The purpose of this research was to address the following research question: What are effective and educational means of sanctioning college students within defined generational groups who violate low-level student conduct code violations at a four-year institution? After completing a review of the literature related to the generational theory framework (Howe and Strauss, 1991), it became apparent that students who attended a college or university were heavily influenced by the larger circumstances that took place throughout the course of their lives. The theoretical framework and literature identified within this thesis captured the importance of addressing the needs of students in terms of where they were presently, rather than where they have been or where they will be in the future. This research also explored the ways in which students of different generational groups established communication strategies and processed information differently one from the other. This project sought to broaden understanding of how to best meet student needs among those who engage in low-level conduct violations through participation in education programs, while holding them accountable for their actions. This thesis concludes with a (re)telling of the story of one institution's objective to align its low-level sanctioning program with innovative and contemporary practices in an effort to best assure the success of all its students.

**Dedication**

To my parents, who taught me the importance of accountability and the impact of my actions.

### Acknowledgments

Throughout my time working on this project, I experienced multiple roadblocks that stunted my progress and nearly left me at a point of defeat. This project in its entirety has taken me four years from start to finish to complete. At first, I felt like an absolute failure when I was not able to complete my entire master's program within two years along with the rest of my cohort. However, upon further reflection and support from those closest to me, I realized that rather than a failing I was exhibiting complete and utter resilience. I am so proud of the work that was conducted throughout this project and after all the time that has passed, it now means more to me than it ever would have previously. Every trial that came my way allowed this project to evolve into what it was ultimately meant to be. I would not be the person I am today without the following individuals, all of who provided me the guidance and support to articulate the dedication and passion behind this work.

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## **Chapter One**

### **Introduction and Overview**

#### **Role of the Researcher**

As a millennial, I have spent the majority of my life, thus far, feeling as though I do not fit within my own generation. Throughout my youth and early adulthood, I have been told that I am “mature for my age” or “wise beyond my years” when interacting with individuals of different generational groups. I have, at times, struggled to keep up with the ever-evolving technological advancements and prefer to use a notebook over a computer or make a phone call rather than send a text message. Convenience or urgency has not been a concern for me when communicating with others. I relish the opportunity to interact with individuals in a face-to-face setting. In-person interaction has always been an important value in my household growing up as a child. Both of my parents worked full time, therefore the opportunities we had to interact as a family were few-and-far-between. Moments together as a family were opportunities to savor and appreciate since they disappeared as quickly as they arrived. With the exception of my two younger siblings, I was consistently surrounded by individuals who were older than me and I identified with those with whom I have spent the majority of my time.

The search for identity and purpose has been the driving force for me both personally and professionally. I believe that who we are as humans has a great deal to do with the environment in which we live and the relationships we create. Those human relation environments are categorized largely as generations and evolve along with the individual over time given the historical, cultural, political and economic events of the day.

Initially, as part of a programmatic research effort beginning fall 2014, I was asked by the Dean of Students office to address low-level conduct violation sanctions at my institution in light of my status as a millennial and as a graduate student participating in fieldwork within the higher

education leadership master's program. Typically, low-level conduct violations might include first-, second-, or third-time marijuana or alcohol offenses. In addition to fieldwork as a graduate student, it should also be known that I was a full-time employee of the university during this project. Though, I am indeed, a "millennial" by definition of birth year, oftentimes I have felt as if I were an outlier both in terms of my interests and my personal use of technologies. I wondered, how I might represent the interests of millennials when I was not certain that I had that much in common with my peers.

At the time of my initial fieldwork involvement with the review of conduct policies relating to low-level conduct violations in fall 2014 until spring 2016, the prevailing perspective on how to best respond to such violations centered on increasing the severity in sanctions and to implement greater consequences in an effort to reduce recidivism, or reoccurring student conduct violations for the same offense. However, I intuitively felt that enhancing the severity of sanctions alone would have little or no impact on recidivism, given the educational approach and emphasis on learning within higher education. My hunch would evolve throughout my review of the literature, especially in reading the work by Howe and Strauss (1991) on generational theory as well as the theoretical work by Sandeen (2008) and how generational groups respond to life as a student on a university campus. My work on this project began as a graduate student and continued throughout my time as a professional staff member until Fall 2018.

In an exploration of the literature, I found several examples of intervention strategies that demonstrated the use of multiple approaches to address conduct violations as opposed to relying upon a single method. For example, one key distinction regarding students belonging to the Generations X and Y was that they connected with one another and their environment through technology (Taylor, 2012). The outlets that are created through technology allow for nearly all

information to be accessible instantaneously and for individuals to communicate from all over the world without taking a physical step. However, even though technology is available and convenient does not mean that it offers the best tool to reflect upon one's experiences, especially in the case of low-level conduct violations. It is evident within the literature, Baldizan (1998), Bosari & Carey (2000) and Carey, Scott-Sheldon, Elliott, Bolles, & Carey (2009) that technology alone will not lead to deep self-reflexivity and improved decision making. The research question I developed to define my area of focus in this project is the following: What are effective and educational means of sanctioning college students within defined generational groups who violate low-level student conduct code violations at a four-year institution? This issue will be discussed further in later chapters of this thesis.

### **Statement of the Problem**

During my time in a Master of Arts in Education with an emphasis in Higher Education program, I participated in a fieldwork opportunity with the Dean of Students office at California State University Channel Islands (CSUCI). As mentioned above, my charge was to focus on the Student Conduct program and to research low-level conduct violation sanctioning programs that would provide more than punitive responses to behavior that challenged community norms. I was interested in advancing broader educational programs that sought to develop provide students the opportunity to learn and reflect on the actions that lead them to engage in low-level conduct violations. It was imperative that any new initiatives to address low-level conduct violations be implemented in an effort to reduce the recidivism rate on campus. For CSUCI, the idea behind reducing recidivism rates was that the consequences or sanctions being assigned to students committing low-level conduct violations were not severe enough to keep them from committing the violation multiple times or even engaging in more severe conduct violations. In



seeking new program models for low-level conduct violations, I was reminded that CSUCI emphasized the university mission within its programs and services offered. Specifically, the university's mission states:

Placing students at the center of the educational experience, CSUCI provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives. ("California State University, College mission statement, n.d.)

The charge was clear; the university needed to return to its fundamental commitments to being student-centered and to implement intervention strategies for low-level conduct violations that best suited the needs and interests of the student populations being served.

Navigating the research and best practices that meshed with CSUCI's student-centered mission was the first step towards improving the conduct process. The next step was to take the student-centered approach one stride further. The Division of Student Affairs (DSA) mission at the university states, "Placing students at the center of their educational experience, the Division of Student Affairs supports and enhances learning and development in and beyond the University community through quality co-curricular programs, services, activities, and facilities."

("California State University Channel Islands, Division of Student Affairs mission statement", n.d.) The key connection here is the use of the word, "their" along with the emphasis on co-curricular programs. The DSA aligns its mission with that of the university and tailors its services to the individual and how they fit within the broader context of the university.

Consistently, Academic Affairs states that their mission, "is to create and deliver excellent academic programs that actively supports instructional, scholarly and creative activities, engages

and mentors students, and fosters intellectual, ethical and creative development.” (“California State University Channel Islands, Academic Affairs mission statement”, n.d.) Taken together these division missions support the overall institutional mission by highlighting the fundamental purposes of the services offered. Considering all three missions, it was crucial that the product of this research reflect the values of the institution, the divisions and CSUCI students as a whole.

### **Purpose**

The purpose of this project was to research, identify and implement more effective and meaningful methods of holding students who violated the student conduct code accountable and to, ultimately, reduce the recidivism rates among those who engaged in low-level conduct violations. This research will also outline the ways in which students of different generational groups establish process and interpret information differently from one another. Throughout this research, I have had to distinguish between the individual students, specifically, and the collective student body as a whole. When I was delegated the task to review low-level conduct violation sanction improvement opportunities back in fall 2014, CSUCI students were different than they are now or even prior to that date. In an effort to frame this policy and programmatic work appropriately, I had to ask the following questions before beginning the search for my answer: Who are our college students? And, which college students are having the same struggles multiple times? When analyzing these questions, it became clear that the most efficient manner in categorizing students for this research project would be through generational groups. Beyond these demographic questions, this project also explores contemporary thinking regarding low-level conduct violations and asks, what are the most appropriate and effective strategies to respond to low-level conduct violations which may, ultimately, reduce the rate of recidivism among undergraduate students.

### **Theoretical Framework**

Howe and Strauss (1991) reference generational theory as a recurring cycle of age cohorts called ‘generations’ with specific patterns of behavior that are regarded as intertwined with United States history. No longer are generations seen as strictly siloed but, rather, they are understood as interacting and intersecting with other generations. This view of generational groups intersecting and interacting reflects the reality of students attending many college campuses today in the United States. Howe and Strauss’ (1991) theory states that every eighty years is seen as a vital “fourth turning” of generations throughout history. The statement, “fourth turning” in this theory is marked by a traumatic event that has dismantled the social order, causing the creation of a new culture. It is crucial to connect this theory to higher education in which students are living. The traumatic events that have taken place in the U.S. within the last twenty years have created a new social order largely informed by the emergence and use of personal and institutional technologies. Students now have unprecedented access to world news and events without ever moving from their immediate locations. This accessibility to worldwide events affects the lives of students across all generational groups, and this reality will continue to evolve as time marches on.

### **Thesis Outline**

Chapter Two provides further details regarding the literature related to generational theory and generation groups; explore the conversation regarding the nature of, and responses to student conduct violations, and examine the most successful approaches to respond to said violations. The review of the literature is organized chronologically revealing the evolution of generational theory and the various policy and programmatic initiatives consistent with the generation groups for whom they were devised. The review of the literature also provides an

overview of studies conducted involving student conduct violations and sanctions issued in response to said violations. Lastly, Chapter Two connects contemporary web-based intervention strategies within conduct that address various student behaviors.

The methodology section of this project is described within Chapter Three. This chapter revisits and illustrates the development of the low-level conduct sanctioning model at CSUCI using archival research methods to (re)tell the story of the initiative. As previously mentioned, there was an observation made by the staff within Student Conduct that the lack of an established sanctioning model for low-level conduct violations appeared to have a direct link to why students were committing the same violation multiple times. In this section, I will also provide an overview of the student conduct process within the California State University (CSU) system and the steps that were taken to implement a model and process that would hold students accountable and that would aim to educate them on the implications of their actions.

Chapter Four is organized in two sections to explain the findings and outcomes related to the project. The first section within this chapter explains the decision-making relating to implementing the low-level conduct violation sanction model that was chosen. The second section provides demographic information on the generation group of students in relation to the violations taking place over a three-year period namely, between July 2015 and July 2018.

Chapter Five includes a discussion relating to the findings of this project and proposes recommendations for advancing this work. As mentioned previously within the theoretical framework section, Howe and Strauss (1991) remind us that generational groups are intertwined one with the other and coexist which has important implications for how we address social problems both within institutions of higher learning, and in the larger society.

## Chapter Two

### Review of the Literature

In his essay, *The Problem of Generations*, Mannheim (1927) known as the founder of generational theory, defined a generation as a social location that has a great influence on an individual's consciousness much like socioeconomic status or cultural values might. He argued that people were more recognizable by their generation than by their similarity in looks to their parents. Mannheim has been recognized as the first to discuss the impact of historical events and social trends on individuals during specific time periods throughout history.

Over 50 years later, generational theory was elaborated and described by Howe and Strauss (1991) as a recurring cycle of age cohorts called 'generations' with specific patterns of behavior that are viewed as intertwined with the history of the United States. As such, the role of colleges and universities continuously shifts with time and, with it, the place of student development theories in relation to how institutions address behaviors that violate the student conduct code. Baldizan (1998) suggested that rather than continuing with business as usual, institutions of higher education that have recognized student policies needed to address the behavior and actions that lead to violations of campus policies. In other words, rather than solely looking at the act itself, Baldizan (1998) attempts to expand the perspective to include consideration of an individual's personal and professional circumstances leading up to a violation.

The purpose of this chapter is to review literature related to the generational theory framework and to explore current understanding of the factors that contribute to certain behaviors among university students given their designated generation groups. Students attending college or university are heavily influenced and shaped by circumstances that take

place throughout the course of their lives. The literature addressed within this chapter was included to support my research question, which is: What are effective and educational means of sanctioning college students within defined generational groups who violate low-level student conduct code violations at a four-year institution?

As I begin this chapter, I wish to make clear my thinking about how I categorized the literature. First, observations were made related to the evolution of the literature on generational theory. Developments that had implications for unique generational groups were also referenced. This chapter considered 18 peer-reviewed, scholarly articles. These articles were organized chronologically by the year in which they were published, or by the generation group referenced.

The theoretical framework and the literature identified within this chapter captured the importance of addressing the needs of students where they are presently, rather than where they were or will be in the future. Sandeen (2008) defined generational groups as, “a cohort of people born within a particular period of time. By most definitions, each generational group is approximately 20 years in length” (p. 12). Howe and Strauss (1991) identified the following generational divisions that will be used within this chapter. These generations included the Baby Boomer Generation, born 1943-1960; Generation X, born 1961-1981; Generation Y or Millennial, born 1982-2003; and the most recent, born since 2004, currently known as Generation Z. At this juncture, I feel it is essential to acknowledge my viewpoint as a Millennial college student who has attended college from 2010 to 2018; a generational group that will be discussed within the literature below.

### **History of Generational Theory: Baby Boomers**

Mannheim (1927) credited the majority of his work to Wilhelm Dilthey, a German hermeneutic philosopher who served as the G. W. F. Hegel's Chair in Philosophy at the

University of Berlin. Mannheim elaborated that Dilthey's (1911) research suggested that not only is the phenomenon of generations or succession of one after another important, but that co-existence of the groups is more salient than mere chronological significance. Dilthey explained that, "the same dominant influences deriving from the prevailing intellectual, social, and political circumstances are experienced by contemporary individuals, both in their early, formative, and in their later years" (as cited in Mannheim, 1927, p. 282). On the contrary, Ryder (1965) stated the following:

For the sake of conceptual clarity, "generation" should be used solely in its original and unambiguous meaning as the temporal unit of kinship structure, and the first two ideas should be signified by the terms "cohort" and "relative age status" respectively.

"Generation" may be a fitting general temporal referent in societies where the dominant mode of role allocation is ascription on the basis of kinship (p. 853).

Howe and Strauss (1991) explained that Ryder also specified that cohorts should be placed within other population parameters, such as geographical location, education, and race. Ryder (1965) goes on to state that, "Nothing makes a younger generation settle down faster than a still younger generation showing up" (p. 857).

Howe and Strauss (1991) have been criticized for their work in generational theory due to lack of depth in identifying the impact of race, education, and geographical location on generations. However, they credited Dr. Morris Massey (cited in Webber, 2015) for influencing their work by defining the Baby Boomer generation. Webber (2015) indicated the following:

Massey is the influential sociologist whose work started the conversation [on the implications of generations]. Massey studied people's values and how those values were developed in the early stages of their lives. This analysis formed the basis of

understanding how different generations developed a unique set of shared values based on the decade of their birth and the decade they came of age, one's teen years (p. 1).

Massey explained how the value systems of the Baby Boomer time period stemmed from the circumstances that occurred during and after World War II (WWII). According to Sandeen (2008), for Baby Boomers their youth was a period of great optimism. WWII had concluded and the U.S. emerged as a major world power, homeownership soared and suburban development proliferated. Post-war Baby Boomers enjoyed prosperity and supported lifestyles supplied by single wage-earning fathers and stay-at-home mothers, with children being the central focus of the family. At that time, the U.S. saw fundamental advances in science and technology as Baby Boomers were growing up, including the polio vaccine, the U.S. space program, and advancements in birth control including oral contraceptives. Funding and effectiveness of public schools increased during the period when Baby Boomers were young people. Sandeen (2018) agreed with Howe and Strauss' (1991) who suggested that Baby Boomers were the first generation to have experienced television and the first at being exposed to mass messages discussing worldwide events while growing up.

At the same time, as Baby Boomer youth and young adults were growing up, American society experienced increases in crime rates, accidental deaths, teen unemployment and declining SAT scores (Howe and Strauss, 1991). Beyond these emergent social problems, Baby Boomers also witnessed an emerging sexual revolution among women, the unpopular Vietnam War, and the subsequent student free speech and the anti-war movements. Furthermore, a shift from traditional religions to a more Asian-inspired spiritualism also developed during the time period when Baby Boomers were young (Howe and Strauss, 1991). This generational group could be described as resilient and forward thinking when it came to their actions related to national and



global events. The world was evolving and changing, yet traditional values and what it meant to be an American were on the forefront of individuals' minds in the U.S.

### **Modern Generational Theory: Generation X**

Howe and Strauss (1991) generalized the concept of "generation identities." Their theory emphasized generational archetypes that arose from pivotal generational events of a particular era and stated that the mood and values of the U.S. changed according to the characteristics of the dominant generation. According to Howe and Strauss (1991), historical cycles consisted of four pivotal moments that repeated for each cycle. Each cycle had similar turnings, which they defined in the following terms:

First, there is The High (which follows the crisis that ended the previous cycle). This period is typified by strong institutions and social collectivism, and weak individualism. Second, comes what is known as The Awakening. This period is characterized by increasing personal and spiritual autonomy of people. During this period social institutions may be attacked, impeding public progress. The Unraveling period is typified by weak institutions that are distrusted. During this period, individualism is strong and flourishing. The Crisis. This is an era of destruction, for example through war, where institutional life is destroyed. However, as this period ends, institutions will be rebuilt. Societies will rediscover the benefits of being part of a collective, and community purpose will take precedence again. (1991, p. 7221)

As Howe and Strauss suggested, the generations turn one into the other and back again with profound implications for social, political and cultural institutions.

Swift (1998) defined Generation X as those 30- to 60-year olds who have been exposed to life-changing concepts such as the emergence of technological advancements and post-

modernism among others. Thomas (1998) highlighted Sacks' (cited in Thomas) definition of postmodernism which was said to be a rejection of rationalism, scientism, and faith in progress that marked modernism. Thomas explained further that the most powerful vehicles of postmodernism included television, cinema, and modern advertising. Individuals who fall into Generation X were exposed to postmodern conditions but may not have been able to adequately absorb the flood of information and knowledge that has been available to them, especially when compared to the experiences of the Baby Boomer generation.

Swift (1998) confirmed the idea that Generation X was "the first generation to be fully 'raised on television'" (p. 219) and directed educators to embrace a new view of how students within this generation group processed and interacted with one another. Given that television has played such a large influence in the lives of this generation group, the way they think, feel and, ultimately, the way in which they emerged as adults in society has been completely different to previous generations. Swift (1998) shared that a philosophical statement of postmodernism and Generation X could be, "I am entertained; therefore, I am." (p. 220) In terms of acting out behaviors, individuals who fell within Generation X may be more likely to take on a victimization mindset, and less likely to connect their actions as having consequences since their exposure to the world is seen as having been largely virtual.

Handlin (1996) shared his experiences interacting with disengaged, intellectually lazy Harvard students that identified within Generation X. Interestingly, Handlin explained that, while quality education has been consistently offered in enough schools and colleges across the U.S., higher education institutions, in order to survive, must be willing to grow and evolve as do generation groups. Swift (1998) shared Handlin's viewpoint that the media often produce information faster and more readily accessible than that of individuals providing educational

opportunities. According to Swift, “teachers must challenge students to appreciate subtle complexities about a discipline not obtainable from machines and databases” (1998, p.180). Both Handlin and Swift emphasized the importance of tailoring subject matter that aligned with the understanding of their audience to allow for maximum learning. Similar to that of the Baby Boomer generation, Generation X was experiencing a time of change but that change was more heavily related to technological advances, particularly, television. Graduating from using auditory senses to listening to the radio, to then being able to visually witness events without leaving the living room created the conditions to process the world differently.

### **Future of Generational Theory: Generations Y & Z**

According to Howe and Strauss (1991), Generation Y supports the generational theory framework by their establishment taking place within the fourth turning cycle, also known as The Crisis stage. They go on to share that all cycles within generational theory lead to crises that take place in order to dismantle the status quo during a specific period of time. In this instance, Generation Y has been heavily influenced by dramatic social trends during the early eighties. In addition to the devastating aftermath of the terrorist attacks that took place on September 11, 2001 in New York City, Generation Y has experienced the emergence of higher security measures during traveling. Howe and Strauss (1998) explained that rebuilding is necessary to create a new beginning and that all the cycles, while challenging, involve necessary stages. Howe and Strauss stated that, “Through crisis is created national unity and a spirit of self-sacrifice for the greater good.”

Taylor (2012) has described Generation Y as the generation that came into existence during a digital age with abundant information sources. Taylor elaborated further to explain how libraries staffed with human support can no longer be seen as primary information hubs for this

generation group. The behavior models that existed previously may not capture Generation Y's approach to addressing informational needs. Similarly, Montag, Campo, Weissman, Walmsley and Snell (2012) set out views that align with Taylor's observations of Generation Y traits. They argued that the individuals interviewed voiced a sense of specialness, as well as motivation, optimism, and a need to feel protected. Their findings suggested that higher education professionals should acknowledge and, at times, accommodate these displayed characteristics when working with Generation Y in order to encourage this generational group to work towards having a positive impact on society.

The newest generation group to be named is Generation Z. Sandeen (2008) described this generation as the most unpredictable. Given that Howe and Strauss (1991) highlighted the impact of societal events on defining a generation group, only time will tell what are the identifying the specific behaviors and traits of Generation Z that may influence their rapport with institutions of higher learning. Specifically, Schwieger and Ladwig (2018) pointed out that Generation Z will be the next group of college students to enter institutions of higher education during a time of significant projected budget cuts and high expectations for increased fiscal efficiencies and graduation rates. Schwieger and Ladwig have characterized Generation Z as having been raised in contexts defined by worldwide political tension, violence displayed within all media platforms and U.S. instability as the country as it recovered from the terrorist attacks on September 11, 2001.

In comparison to Generation X and Baby Boomers, Generations Y and Z have experiences with early technological advances to a technological presence in nearly all aspects of their lives. In previous generations, interpersonal connections have evolved from interacting in person, reading letters, making phone calls, watching television to interfacing with automated

technological communication that may or may not be a human being. There is more to come in the world of research related to Generations Y and Z, but these early developments show similar patterns to previous generations with new factors such as technology. Given that historical events are broadcast and shown through technology, what happens throughout the world will likely lead to having a significant impact on Generations Y and Z. The questions remain, however, as to how Generations Y and Z will respond to future worldwide events and technological innovations.

### **Studies on Low-level Student Conduct Violations and Sanctions**

Over time, the role of colleges and universities has shifted when it comes to the support provided to students and, with it, the place of student development theories in relation to addressing behavior that violates the student conduct code. Without doubt, institutions of higher education have a responsibility to educate and support the whole student, both individually and collectively. Baldizan (1998) highlighted the difficulty of balancing moral and ethical developments with expectations of *en loco parentis*—in place of the parent—known as preparing students to enter the workforce through curricular and co-curricular education, while also balancing life skill expectations.

Bosari and Carey (2000) evaluated brief motivational interventions (BMIs) for at-risk college drinkers. Heavy drinking students were assigned at random into one of six intervention conditions which consisted of an interview (in person versus virtual) and intervention type (basic BMI, BMI enhanced with a decisional balance module, or none). Assessments were conducted at baseline, and at one-, six- and 12-month markers where typical, risky drinking, and drinking-related problems were measured. Relative to controls, the interview reduced consumption, but not problems at the one-month marker. The basic BMI improved all drinking outcomes beyond

the effects of the intervention at one-month, whereas the enhanced BMI did not. Risk reduction achieved by brief interventions maintained throughout the follow-up year.

Freeman (2001) also found that the management of underage consumption of alcohol on college campuses has been and remains a troublesome problem for college and university campuses. Freeman analyzed Presley, Meilman, and Lyster's (1994) study which showed large numbers of underage student drinkers and excessive use of alcohol by residential students resulted in an elevation of negative behaviors on college campuses. Open-container alcohol violations, violent behavior, residence hall vandalism, binge drinking, and sexual assault are some examples of the by-products of alcohol consumption on college campuses in the college setting. Presley et al. (1994), surveyed a sample of college-age students and found that 42% of respondents reported binge drinking (five or more drinks at one sitting) during the preceding two weeks. More than one third of the respondents reported doing something they regretted while under the influence of alcohol. This study aligned with that of Bosari and Carey (2000) in that college students, regardless of generational time period, often participate in risky alcohol consumption while attending a college or university as an undergraduate student.

Doumas, Nelson, DeYoung, and Renteria (2014) explained that past interventions for low-level deviant behaviors implemented within universities and college campuses had been founded on the following notions emanating from three areas: education/awareness programs, cognitive/behavioral skills-based programs, and motivational/feedback-based approaches. To this end, innovative approaches to implementing brief motivational interventions have also been developed with a growing number of controlled studies indicating that web-based personalized feedback programs are effective in reducing drinking and alcohol-related consequences among college and university students (Carey et al., 2009). By using web-based programs, campuses are

able to implement alcohol prevention and intervention programs in a cost-effective way. Tech-savvy students are also more receptive to such interventions because they see web-based programs as less invasive and less threatening (Larimer and Crounce, 2007). In addition, web-based interventions have the potential to be utilized by a variety of individuals and are potentially more engaging for college students who enjoy using the computer and Internet.

Increasingly, online programs are being offered to provide both academic and student support services. Few studies, however, have explored the generational implications of delivering student support programs online related to student conduct. In higher education, on-line learning is used as a platform to reach students in various generational groups to provide them access to academic opportunities. One study by Williams, Matt and O'Reilly (2014) considered how different generations perceived online platforms in relation to their relative academic success. They surveyed students participating in on-line academic courses in institutions of higher education to ascertain if there was a generational influence on learning styles. Their specific research question was: What, if any, relationships exist among learning styles, generational groups, and satisfaction with online learning? Inferential and descriptive statistics were used to determine that there were statistically significant differences between Baby Boomers and Generation Y as well as Generation X in the way that they processed information. Baby Boomers were found to have significantly lower scores when participating in on-line courses compared to both Generation X and Y. In addition, the Millennial Generation reported lower scores on overall satisfaction of survey components when compared with both Generation X and Baby Boomers.

### **Summary and Future Directions**

After reviewing the literature, a connection was identified between an individual's youth, teen and adult years when it came to defining generation groups and the implications of historical events related to upbringing through adulthood. Much of the research on generational theory has been, understandably, focused on the lives of Baby Boomers given that this group has been in existence longer than subsequent generation groups. Thus, acting-out behaviors among the Baby Boomer generational group may be easier to analyze compared to those of individuals born to Generation Z because the social, political and economic conditions are still emergent. Sanchez and Kaplan (2014) argued that multigenerational classrooms in higher education may constitute windows of opportunity to rethink the practice of teaching through, "epitomizing venues for triggering processes of intergenerational learning" (p. 478). Educators may wish to use significant societal events that their students can identify with through the varying generations, this will allow for students to connect across, or within generational groups and allow for circumstances to be understood through multiple perspectives. This type of learning stems from an awareness of differences accrued through individual and group affiliations to diverse generational positions.

When connecting student conduct violation behaviors to generational theory, the literature demonstrated the importance of having both direct and indirect intervention approaches to hold students accountable. The literature indicated that impactful learning, both behavioral and academic, can take place through the use of technology-based programming in combination with interpersonal communication techniques. In fact, allowing multiple forms of intervention strategies to take place with student conduct violation sanctions provided an opportunity to address student's individual needs (Freeman, 2001). This approach allowed colleges and



universities to have a general overarching standard for all students, while also addressing situations on a case-by-case basis.

The main aspect of this study that distinguishes it from previous studies that have relied upon the generational theory framework is that previous literature does not focus on the specific connection of college student behavior and generation group identities. I anticipate that this study will expand upon the existing literature and contribute to further understanding of the implications that generation groups have on college student behavior with a particular emphasis on low-level infractions among undergraduates at a four-year university.

## Chapter Three

### Methodology and Review of Student Conduct Process

In Chapter One, I shared how the purpose of this project was to research, identify and implement more effective and meaningful methods of holding students who violated the student conduct code within higher education accountable; while also demonstrating the ways in which students of different generational groups establish process and interpret information differently from one another. The research question I developed to define my area of focus in this project is the following: What are effective and educational means of sanctioning college students within defined generational groups who violate low-level student conduct code violations at a four-year institution?

Throughout my literature review in Chapter Two, I provide a review of generational theory and the characteristics of recent generations, and later explore some work that investigates the various programs created and used by institutions to address low-level conduct violations.

Chapter Three will elaborate on the previous chapters and explain how CSUCI came to select the new sanction model and program process for addressing low-level conduct violations. This section describes the archival research I undertook and incorporates various forms of qualitative interviews and presentations, while also reporting on quantitative data collected to report trends.

#### **Methodological Strategy: Archival Research**

Previous research conducted on generational theory and an analysis of the various generation groups showed that individuals are greatly influenced by events that take place during the course of their lifetime and defined generation group. In order to understand the present and move forward into the future, it is essential to understand the past. This ideology led me to select

the archival research design for this study. As Humphrey (2010) stated, “Re-creating the past requires the skills of a detective, the patience of a teacher, and the tenacity of an Olympian” (p. 54). Archival research takes time, persistence and great attention to detail while examining primary sources. Given my status as an insider (as described in Chapter One) in this project, I was able to review archival materials such as student conduct files, from when the university opened in 2002 through spring 2016, that document the historical events that led to the call for review of the low-level sanctioning program at this university. Understanding how the past informs the future, it was clear that archival research was the best fit for this project. Within the student conduct files were notes left from prior hearing officers, letters from students who committed the violation(s), and the sanctions assigned to the students in response to investigating the violation(s). Creswell (2011) explains that archival research can be difficult to obtain when it comes to locating materials that are often at multiple venues. In this case, I was able to obtain the necessary research documentation within one large repository of information within the Dean of Students office. The selected research design was important because it allowed for me to navigate through historical events that occurred with students that belonged to the various generation groups and analyze the potential impact those events had on said groups.

### **Alignment with Theoretical Framework**

I referenced within Chapter Two the generational theory framework, which was selected in order to support my archival research design for the project. As previously mentioned, Howe and Strauss (1991) resurrected generational theory and stated that, “Every 80 years is a crucial “fourth turning” of generations in American history. The “fourth turning” is necessarily marked by a crisis that has destroyed the social order and created a new one, after which a new cycle

commences” (p. 56). In the case of this project, archival research and the emphasis on reviewing primary sources paired exceptionally with the generational theory framework.

### **Research Design**

**Project purpose and setting.** The setting for this project took place at CSUCI, a mid-sized four-year public institution, beginning fall 2014 through fall 2018. During the time of this project, CSUCI was the newest university within the California State University system that had a total student population of 7,053, with 6,813 students registered as undergraduates (“California State University, Facts and information”, 2018). As of academic year 2017-2018, the average age for undergraduate CSUCI students was 22 and 31 for post-baccalaureate students. Once again, as mentioned, the purpose of this project was to identify more intentional methods of holding students accountable while educating them in ways that they could comprehend the potential consequences of their actions.

**Research and information gathering.** During the fieldwork portion of this project, which took place from fall 2014-spring 2016, I was tasked with researching and identifying effective sanctioning methods for students who violated low-level conduct violations. These conduct violations consisted largely of first-time alcohol or marijuana use offenses on campus. At the time of my fieldwork position, it should be noted that marijuana was not recreationally legal within California. Once marijuana was legalized within the state of California through Proposition 64 on November 9, 2016, the Dean of Students office immediately notified students and the campus community that it was not allowed on CSU property. Given the CSU system received federal assistance and since marijuana was not legalized federally, its use on campus was still seen as a student conduct code violation. In order to properly assess effective means of

sanctioning students with first time alcohol or marijuana offenses, I began researching third party vendors that specialized in online education involving marijuana and alcohol use.

**CSU Conduct Process.** Prior to reviewing sanction methods that would support CSUCI students navigating low-level conduct violations, it was imperative that I have a solid understanding for the entire conduct process as a whole. The Student Conduct Code, also known as Title V, Section 41301 of the California Code of Regulations (available as Appendix A) is the same throughout all CSU campuses. The purpose of the Student Conduct Code is stated on the CSUCI website:

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life. (“California State University Channel Islands, College student code of conduct”, n.d.).

It is important to note that at the beginning of this project (fall 2014), the department names and staff positions were different than at the conclusion of the project in December 2018. The CSUCI Conduct Process Flowchart is also available as Appendix B.

The Student Conduct process begins with a student conduct violation being reported, either to the University Police Department (UPD) or to the Student Conduct and Community Responsibility Office, presently known as the Dean of Students Office. This office was previously comprised of the Director of Student Engagement (DSE), the Assistant Director of Community Responsibility (ADCR) and the Community Responsibility Specialist (CRS). At the time that this chapter was written, the Dean of Students office now consists of the Associate Vice

President for Student Affairs and Dean of Students, the Basic Needs, Campus Assessment Response and Evaluation (CARE) and Student Conduct Administrator, the Student Conduct Coordinator, and the Coordinator for Basic Needs and CARE.

Once a violation has been reported, the investigation process begins. The investigation consists of arranging a first meeting with the student(s) involved to discuss the reported incident. If no evidence is found of a violation through the investigation process, the case is dismissed by the Dean of Students office and potentially carried out by the UPD depending on what violation is reported. The UPD process runs parallel to the Student Conduct process in that they utilize the same information but are held to their own processes.

If the investigation provides evidence of a violation, an informal disposition (or second meeting) takes place with the student(s) involved to gain further knowledge about the events that occurred. The staff within the Dean of Students Office facilitate the informal disposition with the student(s) and provide the recommended sanctions along with the discovered violations. The process continues to branch out further where one of three outcomes from the informal disposition may take place:

- 1) The case is dismissed;
- 2) The student(s) reject the sanction and any charges that come with the decision; or
- 3) The student(s) accepts the sanctions and charges are set before them.

The case at this point is concluded, except if the charges are rejected. If the student(s) refuses the sanctions put forth, they will then move to a University hearing where the case is heard by a hearing officer, a third-party within the University. Hearing officers are individuals appointed by the University President to facilitate a hearing with the student(s) involved. After meeting with the student and Dean of Students Office representative, the hearing officer will submit their

report and recommendation to the Vice President for Student Affairs (VPSA) to make the final determination. The decision made by the VPSA is the final and undisputable decision whereby the case is then closed.

**Maxient database.** The Division of Student Affairs (DSA) utilizes a database to house records pertaining to student conduct that is purchased through Maxient. This database is secure and aligns with the PeopleSoft database, used for student records pertaining to financial aid, student payments and graduation progress. The crossover between the two databases has allowed for a comprehensive view of the individual student, in addition to data and demographics as a whole. Maxient was not only utilized by the Dean of Students office for student conduct purposes, but also by Housing & Residential Education, Title IX and Inclusion, the University Police Department, Human Resources, the Basic Needs program and CARE. The utilization by multiple departments allowed for a unique view into student(s) touchpoints on campus. When any or all of these departments interact with a student(s), it is then documented within Maxient through the creation of a case, also known as a file.

Each individual case is assigned to a case manager and then classified through one of the above listed departments. When a case is created, it pulls information from the PeopleSoft database, including name, classification (graduate student, senior, junior, sophomore, or freshmen), grade point average for the most recent semester and cumulative, local and permanent address, date of birth, academic major, gender (male or female), student identification number, on or off campus housing, email, and emergency contact information. Information housed within Maxient is used primarily to monitor outreach efforts conducted for students, but also to tell their story in quantitative and qualitative methods. The Maxient database paints a picture for the

University in order to address individual student needs along with improving campus wide policies and procedures.

Information, with no personal identifiers, housed within this database was retrieved and analyzed on a semester basis and shared with the DSA and campus in a variety of venues, including orientation, department presentations and budget forums upon request. To reiterate, no personal identifiers could be used to link files to individual students.

### **Limitations**

I elaborate within Chapter Five on the limitations as a whole, however there are specific limitations that needed to be addressed specifically related to the methodology of this project. I only conducted archival research and analyzed data pertaining to one university, CSUCI. I also only analyzed information stored within the Maxient database that was managed within the Dean of Students office. Due to time constraints during my fieldwork as a graduate student, taking place between fall 2014 and spring 2016, along with my additional responsibilities in my professional staff role, spring 2016 until fall 2018, I was not able to conduct a full study involving specific individual student data. The only data obtained within this study is general demographic information that was available to all parties upon request through a data retrieved through Maxient. Demographic areas that could not be obtained through Maxient, were students' race and ethnicity.

### **Conclusion**

Within this chapter, my goal was to provide a synopsis of my project and reasoning behind my methodological decisions. Through conducting archival research that aligns with my generational theory framework, to my research design which included the parallel between my information gathering and policies that were currently in place.



In Chapter Four, the findings that came from this methodological study are presented for the reader to determine the connectedness to the research question: What are effective and educational means of sanctioning college students within defined generational groups who violate low-level student conduct code violations at a four-year institution?

## **Chapter Four**

### **Findings**

Throughout the previous chapters, I have focused on why I selected the area of student conduct combined with the generational theory framework as the focus areas for my study. I examined literature connected with both areas and applied an archival research design in an attempt to address my research question: What are effective and educational means of sanctioning college students within defined generational groups who violate low level student conduct code violations at a four-year institution? In this chapter, I share the findings in response to my research question.

This chapter includes an explanation of the participant data that was accessed, followed by two emergent themes that were discovered in response to analyzing the data. Generational group was determined based on Howe and Strauss' (1991) generation breakdown mentioned in Chapter One.

### **Participants and Data**

As mentioned previously, no private individual identifying student information was obtained throughout this project. This project relied on information gathered by mobilizing archival research strategies, specifically by searching through records and databases held within the Dean of Students office. Table 1 includes the age breakdown of CSUCI undergraduate and post baccalaureate/graduate students during the 2017-2018 academic year. Please note that CSUCI undergraduate and post baccalaureate/graduate student's age breakdown was not publicly available prior to 2017-2018.

Table 1

*California State University Channel Islands Demographics (Age of Students) Academic Year 2017-2018*

| <b>Student Average Age*</b> |    |
|-----------------------------|----|
| Undergraduate               | 22 |
| Postbaccalaureate           | 31 |

\*Range is from 16 to 74

| <b>Undergraduate Age Breakdown</b> | <b>Count</b> | <b>Percent</b> |
|------------------------------------|--------------|----------------|
| 17 Years or under                  | 138          | 2%             |
| 18 Years Old                       | 862          | 13%            |
| 19 Years Old                       | 795          | 12%            |
| 20 to 22 Years Old                 | 2586         | 38%            |
| 23 to 24 Years Old                 | 1066         | 16%            |
| 25 Years or over                   | 1366         | 20%            |

| <b>Postbaccalaureate Age Breakdown</b> | <b>Count</b> | <b>Percent</b> |
|--|--------------|----------------|
| 17 Years or under                      | 0            | 0%             |
| 18 Years Old                           | 0            | 0%             |
| 19 Years Old                           | 0            | 0%             |
| 20 to 22 Years Old                     | 16           | 7%             |
| 23 to 24 Years Old                     | 46           | 19%            |
| 25 Years or over                       | 178          | 74%            |

The Maxient database, that houses student information pertaining to student conduct, was launched at CSUCI in summer 2016. Figures 1 and 2 highlight the conduct cases by how many reports were received (cases created) by the month that those reports were received. These sets of data were compared to the data that was provided in Table 1.

Figure 1

*CSUCI Student Conduct Cases July 2016 – June 2017*

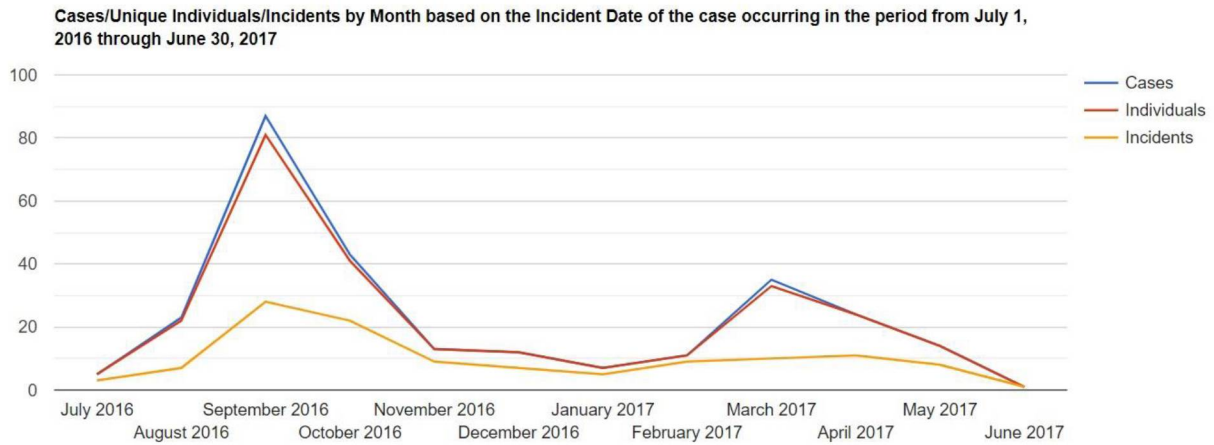
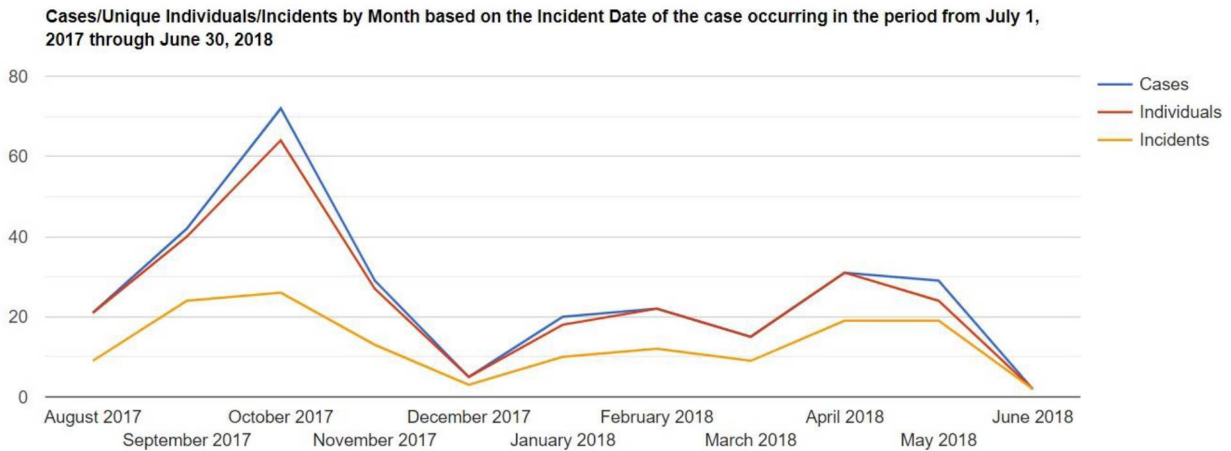


Figure 2

*CSUCI Student Conduct Cases July 2017 – June 2018*



Upon review of the two years of student conduct data that were tracked within Maxient there were a total of 442 violations reported during July 2016 through June 2018. Of those total cases, 86% (n=382) were committed by students who were born between 1982-2003 (within Generation Y or the Millennial generation), 10% (n=45) of infractions were committed by students who were born between 1961-1981 (within Generation X) and by 3% (n=15) students

who were born between 1943-1960 (within Baby Boomer generation). Notably, during fall 2016 and 2017 (August – December) and spring 2017 and 2018 (January – May) semesters, data within Figure 1 and 2 show that conduct cases seem to peak in the middle of the fall and then, again, in the middle of the spring semester. The violations shown within Figure 1 and 2 show students who committed low-level alcohol or marijuana violations,

### **Sanction Program Selection**

In order to determine the most effective method for sanctioning students who committed alcohol or marijuana violations, I was asked to research online educational sanctioning programs geared towards Generation Y, as they were the majority of students suspected to have been engaging in low-level conduct violations prior to implementing Maxient. Given the data collected during the period, I found that, indeed 86% (n=382) confirmed during the above time period.

**Presentation.** After researching all available online educational sanctioning programs, three of them rose above the rest that I believed were worth considering. These educational sanctioning programs included the following, e-CHUG & e-TOKE, Brief Alcohol Screening and Intervention for College Students (BASICS) and 3<sup>rd</sup> Millennium. Since these online educational sanctioning programs could have potentially assisted multiple departments on campus, the Dean of Students determined that a presentation needed to occur to various directors across campus prior to making a decision.

The first sanctioning program that was reviewed for this presentation was e-CHUG & e-TOKE. These programs are housed within a larger program, known as e-Checkup To-Go, and are personalized, evidence-based online behavior interventions developed by counselors and psychologists at San Diego State University. These programs are currently in use in over 600

universities and institutions in four countries. As shown in Appendix C, the programs which are offered through e-Checkup To Go also include an Alcohol, a Marijuana, and a Tobacco online educational components. In order for a university to implement these programs on their campus, the cost is approximately \$3,500/year.

Similarly, Brief Alcohol Screening and Intervention for College Students (BASICS) is a program that is designed to help professionals and universities interested in providing prevention, education, and/or treatment programs for undergraduate students who abuse alcohol (Dimeff, Baer, and Kivlahan, 1999). The BASICS program is provided in the form of a manual that can be purchased and combined with in-person training strategies, including recommended helper attitudes, interview approaches (with illustrative dialogue samples), useful graphic and other visual materials, methods of providing individual student feedback and basic psycho-educational information on alcohol and its effects. The program consists of two fifty-minute individual sessions, the completion of a self-assessment drinking inventory, homework monitoring assignments, individualized graphic/visual feedback, nonjudgmental advice, and provision of helpful information in a non-authoritarian style. In total, this program and its services could cost between \$1,000 - \$10,000 annually for a university or program.

Finally, 3<sup>rd</sup> Millennium has been providing online education, prevention and intervention strategies since 1999, when they collaborated with e-Checkup To Go to create the first online alcohol education course in the United States. Since then, 3<sup>rd</sup> Millennium has developed courses for marijuana and other drug use, intimate partner violence and sexual consent, nicotine awareness, and theft and impulse control in addition to alcohol education. All 3<sup>rd</sup> Millennium programs use a motivational interviewing style and provide personalized feedback reports in order to engage the student in a learning experience that is anticipated will affect behavior.

Colleges or universities have the ability to customize programs they wish to purchase leaving cost unique to the types of programs selected. Appendix D shows the presentation that was provided to campus directors that, ultimately, informed the decision to move forward with 3<sup>rd</sup> Millennium as CSUCI's new online sanctioning model.

### **Emergent Themes**

After thoroughly analyzing and interpreting the data presented within this chapter, there are two themes that have emerged from the findings included within the data. These themes are: Educational vs. punitive strategies in addressing low-level sanctions, and in-person outreach and access to online courses. Below you will find a description of each theme.

**Educational vs. punitive strategies in addressing low-level sanctions.** In my review of the literature (and in discussions with university staff), I noted the tension between identifying educational and versus punitive goals of low-level sanctioning programs. Educational sanctions take time and intentional individualized thought in order to create a learning opportunity for the student(s) who commit a student conduct violation. No instance is the same as another, therefore there is an investment of time taken with the educational approach that is not necessarily replicated in more strictly punitive responses to student sanctioning. Punitive sanctioning measures, however, are often able to be issued more generally across multiple types of incidents. An example of a punitive sanction would be placing a transcript hold where the student could not access their transcript. This strategy can be used for any type of violation and does not provide an educational component to aid the student in learning from the violation committed, rather a severe action keeping to student from accessing their transcripts. Appendix D provides an explanation within the presentation regarding practices for issuing administrative sanctions.

It was essential to ensure that in the process of identifying effective educational online programs that a commitment to education be at the forefront of the research and that more punitive measures be avoided. The mission statement of the CSUCI Dean of Student's office states:

The purpose of Student Conduct in the Dean of Students office is to enforce the Student Conduct Code, hold students accountable to the standards of the University, and cultivate a culture of integrity at CSUCI. The Dean of Students office provides a fair and equitable process by balancing the rights and responsibilities of the student and the campus community. Furthermore, the office fosters student development by creating educational opportunities that promote ethics, civility and character. Finally, the office serves as a resource to members of the campus community to support student success and a safe learning environment. ("California State University Channel Islands", n.d.)

The Dean of Students office facilitates the investigation of all Student Conduct violations and ensures not only learning opportunities for low-level conduct violation, but also due process.

As discussed in Chapter Three, the student conduct process outlined within Title V is extremely rigid and applies to all twenty-three campuses throughout the California State University (CSU) system. Title V was not enacted to capture the educational component of sanctioning strategies, leaving educational opportunities to be left up to each institution to determine and align with the mission and mandate. In other words, it seems that across institutions, that as long as students are held accountable for their actions, there is flexibility for institutions to provide for sanctions that include educational opportunities.

**In-person outreach and online courses.** Throughout my research, the Dean of Students office was seen as a central location for students of all need areas, and not only for students who



were facing disciplinary action. Through an analysis of the data and realizing there was a large institutional push for online educational outreach, there was an apparent need to balance the role of in-person outreach with that of online courses to provide education. As mentioned in Chapter Two, Taylor (2012) has described Generation Y as the generation that came into existence during a digital age with abundant information sources. Taylor elaborated further to explain how libraries staffed with human support can no longer be seen as primary information hubs for this generation group. This theme raises the notion that just because Generation Y looks to information via online platforms, does not mean that this is the best approach to learning. Rather, online learning platforms are arenas that this generation group is most comfortable and familiar.

In addition to student conduct, the Dean of Students office provides outreach and support to individuals who are experiencing basic need insecurities or any crisis that may be occurring in a student's life. Sometimes it takes a student arriving at a point of desperation in order to ask for help or seek out resources beyond the computer. The findings presented within this chapter support the emerging theme that current administrative sanctions may need to be adapted more to online learning platforms, but still incorporate the in-person dialogue for a holistic educational approach that provides students opportunity to take accountability for their actions.

## **Conclusion**

This chapter outlined information gathered through archival research strategies by searching through records and the Maxient database within the Dean of Students office at CSUCI. Two emergent themes were also discovered in response to analyzing the data; Educational vs. punitive and in-person outreach and online courses. In Chapter Five, I begin the discussion of how the findings within Chapter Four align with the student success, CSUCI's mission-based approach and the goals for the CSU system as a whole. The subsequent discussion

in Chapter Five will connect the reader back to the research question: What are effective and educational means of sanctioning college students within defined generational groups who violate low-level student conduct code violations at a four-year institution? In addition, I will propose recommendations for how to interpret the findings included within this chapter as they relate to student success.

## **Chapter Five**

### **Discussion, Recommendations & Conclusion**

The first three chapters of this project provided the reader with the historical context of related to this project. An overview of the problem was provided, in addition to addressing areas of literature that surrounded the project areas. Once I was able to identify the ideal design for my research, I began my archival study and set out my methodology. My findings were presented in Chapter Four through a data pull within the Maxient system in light of the literature which addresses online educational sanctioning programs available to higher education. After identifying the top three online sanctioning programs for consideration, two themes emerged in line with my research question. Chapter Five elaborates on the findings presented in Chapter Four. The discussion that will take place within this chapter will connect the reader back to the research question: What are effective and educational means of sanctioning college students within defined generational groups who violate low-level student conduct code violations at a four-year institution?

#### **Discussion**

I believe it is important to begin this section by connecting generational theory to that of the findings shared within Chapter Four. As previously stated in Chapter Two, Howe and Strauss (1991) define generational theory as a recurring cycle of age cohorts called ‘generations’ with specific patterns of behavior that are viewed as intertwined with the history of the United States. The findings presented in Chapter Four show that of the total cases, 442 violations, reported between July 2016 and June 2018, 86% (n=382) were committed by students who were born within Generation Y or the Millennial generation (individuals born 1982-2003), 10% (n=45) infractions were committed by students who were born within Generation X (individuals born 1961-1981) and by 3% (n=15) students who were born within the Baby Boomer generation

(individuals born 1943-1960). The findings presented show that the overwhelming majority of low-level conduct violations that occurred between the above identified time period were committed by students whose age falls within Generation Y (individuals born 1982-2003).

Generation Y was the youngest generation group to enter into higher education and known for being heavily influenced by technology. As mentioned in Chapter Two, many technological advancements were made, along a variety of historical events, between 1982 and 2016 that could have influenced the development of all generation groups, but most specifically Generation Y. They have been impacted by dramatic social trends during the early eighties. In addition to the devastating aftermath of the terrorist attacks that took place on September 11, 2001 in New York City, Generation Y has experienced the emergence of heightened security measures during travel and other Draconian measures related to the War on Terror. In addition, other historical events impacting generation groups consist of the creation of the internet, Apple Inc. launched the very first iPod and the election of the first African American president in the United States. All of these events play a unique role in framing individuals' lives.

After taking into account the potential implications of historical events on specific generation groups, the time came to identify the most effective method for sanctioning students who committed low-level alcohol or marijuana violations. As I mentioned, I researched online educational sanctioning programs geared towards Generation Y, as they were indeed the largest generation group committing low-level violations representing 86% (n=382) confirmed during the above time period. After researching available online educational sanctioning programs, e-CHUG & e-TOKE, Brief Alcohol Screening and Intervention for College Students (BASICS) and 3<sup>rd</sup> Millennium, one of them rose above the rest that I believed was worth considering. As

shown within Appendix D, the main areas of comparison were cost, intervention programs offered, time allotted for sections, required follow up and target audience. All three programs were proven to be effective in their own unique way, however it was a matter of identifying a program that was best for CSUCI Generation Y students.

The first program that was evaluated was e-CHUG and e-TOKE. This program had a reasonable cost of \$975/year, offered intervention programs for alcohol and marijuana violations, required a minimum of ten minutes to complete, optional follow up and had the ability to be customized to any student population.

The second program to be evaluated was BASICS. This program would cost anywhere between \$1,000 - \$10,000/year, offered intervention programs for alcohol violations, required two fifty minute interviews to consist one week apart, required follow up and was designed to serve high risk students.

The third and final program evaluated was 3<sup>rd</sup> Millennium. This program would require students to pay for their session(s) as an accountability measure or a bundled customized rate for a university to purchase, offered intervention strategies for alcohol, marijuana, consent/respect, Greek affiliation, under the influence of other drugs, social responsibility and personal best, sessions would last one to four hours, follow up would be required after thirty days and customized to the specific student population.

### **Recommendations**

Given the previous discussion within this chapter and reviewing all three online sanctioning programs, the program that I recommended that CSUCI move forward with was 3<sup>rd</sup> Millennium. This program aligns closest with the university's and Dean of Students office missions.

**Program assessment.** Data pulls are frequently obtained through the use of Maxient within multiple departments at CSUCI. I would recommend assessment measures in the form of pre- and post-surveys be implemented when working with students facing conduct violations, in order to capture a broader scope of the impact of these educational sanctioning programs.

**Student conduct terminology.** While conducting this research, the term “sanction” was frequently referenced or rather questioned. The fundamental idea behind this research was to identify more effective and educational means of addressing student behavior, but the word sanctioning itself is rather punitive. Moving forward, I would recommend a more holistic and educationally encompassing word to describe methods of holding students accountable, a term that respects the individual and that honors their capacity to do the right thing.

### **Limitations**

As mentioned within Chapter Three, there were specific limitations to this study that needed to be addressed related to the methodology of this project. For this project, I conducted a review of the university’s policy and program archives and analyzed data pertaining to one university. Furthermore, I also analyzed information stored within the Maxient database that was managed within the Dean of Students office. Due to time constraints during my fieldwork as a graduate student, taking place between fall 2014 and spring 2016, along with my additional responsibilities in my professional staff role, spring 2016 until fall 2018, I was not able to conduct a full study involving specific individual student data. I also experienced limitations in this study due to numerous organizational changes that occurred within the university due to administrators entering and exiting the university, budget restrictions and as a member of the first cohort of my Master’s program.

**Conclusion**

Over the past four years, I have struggled to remain motivated to complete this thesis and adequately address my research question: What are effective and educational means of sanctioning college students within defined generational groups who violate low-level student conduct code violations at a four-year institution? I have delayed, stalled, and completely collided with every imaginable roadblock that came my way while navigating this study. Nevertheless, I carried on and held on to hope that I would eventually complete this study. This would not have been possible without many people within my life and I am immensely proud to say that I made it. I have arrived at the finish line hopefully having played a role in creating a better-informed and more responsive student sanctioning program in my wake, and one that directly contributes to the success of all students.

As I conclude this student, it is worth noting that the university continues to use 3rd Millennium as a method of providing education-based sanctions to students who commit low-level conduct violations. The university remains committed to meeting the needs of the whole student, both academic and personal, and to the provision of educational opportunities that ultimately advance their success.

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## Appendix A

### California State University Student Conduct Code, Title 5, Section 41301 of the California Code of Regulations



BAKERSFIELD June 23, 2015

CHANNEL ISLANDS

CHICO

DOMINGUEZ HILLS

EAST BAY

FRESNO

FULLERTON

HUMBOLDT

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

#### MEMORANDUM

**TO:** CSU Presidents

**FROM:** Timothy P. White  
Chancellor

**SUBJECT:** Student Conduct Procedures  
Executive Order 1098 Revised June 23, 2015

Attached is a copy of Executive Order 1098 Revised June 23, 2015, Student Conduct Procedures, which supersedes Executive Order 1098 Effective June 3, 2014.

Complaints filed on or after the effective date of this executive order shall be processed in accordance with the procedure outlined herein. Complaints filed before the effective date of this executive order shall be handled in accordance with Executive Order 1098 June 3, 2014.

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

If you have questions regarding this executive order, please call Equal Opportunity and Compliance at (562) 951-4400.

TPW/lh

Attachment

c: CSU Office of the Chancellor Leadership  
Provosts  
Vice Presidents, Administration and Finance  
Vice Presidents, Student Affairs  
DHR Administrators  
Human Resources Officers  
Title IX Coordinators

**Executive Order 1098**  
**Revised June 23, 2015**

**THE CALIFORNIA STATE UNIVERSITY**  
**Office of the Chancellor**  
**401 Golden Shore**  
**Long Beach, California 90802-4210**  
**(562) 951-4400**

**Executive Order:** 1098 Revised June 23, 2015  
**Effective Date:** June 23, 2015  
**Supersedes:** Executive Order 1098 Effective June 3, 2014  
**Title:** Student Conduct Procedures

**Article I. Authority and Purpose**

These procedures are established pursuant to 5 California Code of Regulations Section 41301, and govern all Student disciplinary matters systemwide.

Procedures specifically for allegations involving Discrimination, Harassment, Retaliation, Sexual Misconduct, Domestic and Dating Violence, and Stalking are set forth in Article IV.<sup>1</sup>

**Article II. General Provisions**

**A. Student Conduct Administrator**

Each Campus president shall assign an MPP employee to be the Student Conduct Administrator, whose responsibilities are to perform duties as prescribed in these procedures.

1. All Student Conduct Administrators shall receive appropriate training regarding: (a) the student discipline process (including investigation skills and procedures); (b) the law governing Discrimination, Harassment and Retaliation; (c) Student and witness privacy rights; and, (d) the Family Educational Rights and Privacy Act of 1974 (FERPA).
2. All Student Conduct Administrators shall also receive annual training on issues related to: (a) Title IX, VAWA/Campus SaVE Act, and other related state and federal laws prohibiting Discrimination, Harassment and Retaliation based on Gender, including Sex Discrimination, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, and Stalking; and, (b) how to conduct an

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<sup>1</sup> Key capitalized terms are defined in Article VIII. Terms contained within this Executive Order are intended to be gender neutral.

**Executive Order 1098**  
**Revised June 23, 2015**

investigation and hearing process that protects the safety of victims and promotes accountability.

**B. Hearing Officers**

1. Each Campus president shall appoint one or more persons to serve as Hearing Officers. They may be University employees with MPP appointments (current or retired); managers or directors (current or retired) of a recognized campus auxiliary organization; attorneys licensed to practice in California; or administrative law judges from the Office of Administrative Hearings. Student Conduct Administrators and all persons working under or reporting to them, persons with a conflict of interest in the matter, and percipient witnesses to the events giving rise to the matter are ineligible to serve as Hearing Officers.
2. Except as provided in Article IV, the Hearing Officer conducts the hearing, determines whether a Student has violated the Student Conduct Code, and prepares a report that includes findings and conclusions about whether the Student violated the Student Conduct Code and any recommended sanctions.
3. All Hearing Officers shall receive appropriate training regarding: (a) the student discipline process; (b) the law governing Discrimination, Harassment and Retaliation; (c) student and witness privacy rights; and, (d) FERPA.
4. All Hearing Officers shall also receive annual training on issues related to: (a) Title IX, VAWA/Campus SaVE Act, and other related state and federal laws prohibiting Discrimination, Harassment and Retaliation based on Gender, including Sex Discrimination, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, and Stalking; and, (b) the duties of the Hearing Officer (including impartiality, confidentiality and the duty to conduct hearings in a manner that protects the safety of victims and promotes accountability).

**C. Advisors**

Both the Complainant and the Student charged may elect to be accompanied by an Advisor of their choice, subject to the limitations set forth in this section, to any meetings, conferences, interviews or hearings.

Any witnesses who are alleged to be victims of the Discrimination, Harassment, Retaliation, Sexual Misconduct, Domestic or Dating Violence, or Stalking at issue may likewise elect to be accompanied by an Advisor of their choice.

In cases involving Discrimination, Harassment and Retaliation based on Gender, including Sex Discrimination, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, and Stalking, the Complainant may elect to have a Sexual Assault Victim's

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Advocate or an attorney as an Advisor. Likewise, in such matters, the Student charged may elect to have an attorney as an Advisor.

Student conduct proceedings are not meant to be formal court-like trials. Although University-related sanctions may be imposed, the process is intended to provide an opportunity for learning. Whoever is selected as an Advisor is limited to observing and consulting with, and providing support to, the Complainant, witness, or Student charged. An Advisor may not speak on a Student's or Complainant's behalf.

In proceedings that do not involve allegations of Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking, each Campus president determines by Campus directive whether attorneys are permitted to be present in all or some Student conduct proceedings. Except as otherwise provided in this section, in the absence of a president's directive, attorneys shall be excluded from acting as an Advisor in disciplinary conferences and hearings.

Notwithstanding any Campus directive, attorneys may attend hearings as Advisors: (a) where there are pending criminal (felony) charges arising out of the same facts that are the subject of the disciplinary proceeding; or (b) where the recommended sanction is expulsion.

The Advisor may not be a person with information relevant to the allegations who may be interviewed or called upon to testify during any related investigation or hearing.

Any person who wishes to have an attorney present at the hearing as an Advisor must notify the Student Conduct Administrator in writing of the attorney's name, address and phone number at least 5 Working Days prior to the hearing.

#### **D. Correspondence**

The Student Conduct Administrator (who may act through designees) shall deliver all correspondence to Students (including the Student charged) at the University-assigned, or other primary email address linked to the Student's account in the Office of the Registrar.

#### **E. Interpretation of the Student Conduct Code and this Executive Order**

All issues regarding the hearing described in Article III. D or Article IV. H except those specifically noted are within the purview of the Hearing Officer for final determination. Questions of interpretation of the Student Conduct Code or this Executive Order are outside the purview of the Hearing Officer and are determined by the Campus vice president for Student Affairs or designee.

#### **F. Delegation of Duties**

The duties of the president in these proceedings may be delegated to an appropriate vice president.

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#### **G. Timelines**

The Campus may (but is not required to) extend timelines set forth in this Executive Order. Extensions shall be determined by the Campus president, vice president for Student Affairs, or a designee. The Student Conduct Administrator shall notify the Student charged, Complainant, and involved Campus administrators of any revised timeline.

#### **H. Parallel Judicial Proceedings**

Student Conduct Code proceedings are independent from court or other administrative proceedings. Discipline may be instituted against a Student also charged in civil or criminal courts based on the same facts that constitute the alleged violation of the Student Conduct Code. The Campus may proceed before, simultaneously with, or after any judicial or other administrative proceedings, except in cases involving Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking. In such cases, the Campus shall proceed without delay pursuant to Article IV below.

#### **I. Cases Involving Academic Dishonesty**

Academic dishonesty cases that occur in the classroom shall be handled by faculty members according to applicable Campus procedures. After action has been taken in any such case, the faculty member shall promptly notify the vice president for Student Affairs (or designee) and the Student Conduct Administrator of the matter so that the circumstances of the misconduct can be considered in their totality. A department's procedure for responding to cases of academic dishonesty is, by its nature, limited to the instance presented in a particular class. The Student Conduct Code process provides the Campus with an opportunity to consider the Student's entire circumstances, including whether the reported instance is part of a larger pattern of misconduct.

### **Article III. Proceedings In Cases Not Involving Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking**

This Article sets forth the procedures that govern all student disciplinary matters systemwide not involving allegations of Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking.

#### **A. Complaint Intake/Investigation**

1. Whenever it appears that the Student Conduct Code has been violated, an oral or written complaint should be directed to the Student Conduct Administrator as soon as possible after the event takes place.
2. The Student Conduct Administrator shall promptly: investigate each complaint submitted; determine whether it is appropriate to charge a Student with violation of the Student Conduct Code; and consider whether the University should implement an

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interim suspension (pursuant to Article VI), withdrawal of consent to remain on Campus,<sup>2</sup> or no contact orders concerning one or more members of the University community.

3. Investigations shall be concluded within 40 Working Days after a complaint has been made.

**B. Notice of Conference and Conference**

1. Within 10 Working Days after the investigation is complete, the Student Conduct Administrator shall notify the Student in writing that a conference has been scheduled or that the Student is directed to promptly schedule a conference with the Student Conduct Administrator.
2. The Notice of Conference shall include the following information:
  - a. The sections of the Student Conduct Code and other Campus policies that are the subject of the charges;
  - b. A factual description of the Student's alleged conduct that forms the basis for the charges;
  - c. The proposed sanction or range of sanctions;
  - d. The location on the Campus where the Student can view his or her discipline file, including the location (or copies) of the Campus policies that were violated;
  - e. Notification of any immediate, interim suspension (see Article VI) and/or withdrawal of consent to remain on Campus;<sup>3</sup>
  - f. Notification of the Student's right to be accompanied at the conference by an Advisor and the Campus policy regarding use of attorneys; and
  - g. A copy of this Executive Order or notice of where the Student may obtain a copy. If an interim suspension has been imposed or consent to remain on Campus has been withdrawn by the time the Notice of Conference is sent, a copy of this Executive Order shall be enclosed, along with any other Campus policy referenced in the Notice of Conference.

3. The conference with the Student shall be conducted as follows:

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<sup>2</sup> See Cal. Penal Code § 626.4.

<sup>3</sup> See Cal. Penal Code § 626.4.



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- a. The conference shall not be recorded.
  - b. The Student Conduct Administrator controls the conference and may exclude any Advisor who materially disrupts the conference.
  - c. The conference requirement is waived if the Student fails to attend the conference or otherwise declines to cooperate.
4. The Student shall respond to the charges of misconduct at the conference. The Student Conduct Administrator shall determine which cases are appropriate for resolution (via written resolution agreement), taking into consideration the results of the investigation and any additional information provided by the Student during any conferences. If agreement can be reached with the Student as to an appropriate disposition, the matter shall be closed and the terms of the disposition shall be put in writing and signed by the Student and the University after the Student has been given a reasonable opportunity to review the proposed resolution agreement with an Advisor of the Student's choice. Suspension of one academic year or more, expulsion, withdrawal in lieu of suspension or expulsion, and withdrawals with pending misconduct investigations or disciplinary proceedings shall be entered on the Student's transcript permanently, without exception; this requirement shall not be waived in connection with any resolution agreement.
  5. If the Student admits violating the Student Conduct Code, but no agreement can be reached with respect to the sanction, the Student may request a hearing on the sanction only.
  6. Nothing in this Executive Order shall prevent the Student and the University from entering into a voluntary resolution of an actual or anticipated student disciplinary case at any time, provided that the Student is first given a reasonable opportunity to review any proposed resolution agreement with an Advisor of their choice.

#### C. Notice of Hearing

1. The Student Conduct Administrator shall issue a Notice of Hearing within **10 Working Days** after the conference has concluded.
2. The Notice of Hearing shall be issued under the following circumstances:
  - a. If the Student fails to attend the conference or otherwise declines to cooperate;
  - b. If the matter is not closed or the disposition is not memorialized in writing promptly after the conference; or

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- c. If the Student admits violating the Student Conduct Code, but no agreement can be reached with respect to the sanction.
3. The Notice of Hearing shall include the following information:
  - a. The sections of the Student Conduct Code and other Campus policies that are the subject of the charges;
  - b. A factual description of the Student's alleged conduct that forms the basis for the charges;
  - c. The proposed sanctions;
  - d. Notification that neither the Hearing Officer nor the president is bound by the proposed sanction, and that the Hearing Officer may recommend, and/or the president may set, a more severe sanction;
  - e. The date, time and place of the hearing;
  - f. The location on the Campus where the Student may view his or her discipline file, including the location (or copies) of the Campus policies that were violated and any related investigation report;
  - g. Notification that the Student may be accompanied at the hearing by an Advisor, and the Campus policy regarding use of attorneys. If attorneys are allowed, notification shall be given that any person who intends to bring an attorney as their Advisor must inform the Student Conduct Administrator of the attorney's name, address and phone number at least **5 Working Days** before the hearing. Failure to provide this notice in a timely manner will result in exclusion of the attorney from the hearing;
  - h. Notification that the Student can waive the right to a hearing by accepting the proposed sanction;
  - i. Notification of any immediate, interim suspension (see Article VI) and/or withdrawal of consent to remain on Campus;<sup>4</sup> and,
  - j. A copy of this Executive Order or notice of where the Student may obtain a copy. If an interim suspension has been imposed or consent to remain on Campus has been withdrawn by the time the Notice of Hearing is sent, a copy of this Executive Order shall be enclosed, along with any other Campus policy referenced in the Notice of Hearing.

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<sup>4</sup> See Cal. Penal Code § 626.4.

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4. The Student Conduct Administrator shall schedule the hearing promptly, but in any event no sooner than **10 Working Days** after, and no later than **20 Working Days** after, the date of the Notice of Hearing.
5. A notice to appear at hearing shall be sent to any University-related witnesses at least **5 Working Days** before the hearing at the University-assigned or other primary e-mail addresses linked to these persons' University accounts.
6. The Notice of Hearing may be amended at any time, and the Student Conduct Administrator may (but is not required to) postpone the hearing for a reasonable period of time. If the notice is amended after a hearing is underway, the Hearing Officer may (but is not required to) postpone the hearing for a reasonable period of time.

#### **D. Hearing**

1. The hearing is closed to all persons except the Student Conduct Administrator; the Student charged; an Advisor; the Hearing Officer; and one person to assist the Hearing Officer in recording the hearing. Any party or witnesses who will be testifying shall attend the hearing in person unless the Student Conduct Administrator permits an exception (e.g., participation via videoconference or telephone). A police or security officer may also be present if deemed appropriate or necessary by the vice president for Student Affairs or Hearing Officer. The University will cooperate in providing University witnesses wherever possible, provided that they are identified at least **5 Working Days** before the hearing.
2. Hearings are intended to be educational rather than adversarial. The Hearing Officer controls the hearing. The Student Conduct Administrator and the Student charged each put on the evidence in their case and may each ask questions of the witnesses in whatever manner the Hearing Officer deems appropriate.
3. The Hearing Officer may ask questions of any witness, the Student charged, the Complainant, or the Student Conduct Administrator.
4. Formal rules of evidence applied in courtroom proceedings (e.g., California Evidence Code) do not apply in the hearing. All information that responsible persons are accustomed to rely upon in the conduct of serious affairs is considered. Hearsay may be considered and will be given the weight appropriate under all of the circumstances. Unduly repetitive information may be excluded.
5. The Hearing Officer shall make an official audio recording of the hearing (with assistance, at the Hearing Officer's discretion). The recording is University Property. No other recording of the hearing is permitted. The audio recording shall be retained by

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the Student Conduct Administrator in accordance with the Campus records/information retention and disposition schedule.

6. If the Student charged or Complainant fails to appear at the hearing without good cause, the hearing shall nevertheless proceed. The Student charged may not be found to have violated the Student Conduct Code solely because the Student charged failed to appear at the hearing. Nor may the Student charged be found not to have violated the Student Conduct Code solely because a Complainant or witness failed to appear at the hearing.
7. The Hearing Officer is responsible for maintaining order during the hearing and makes whatever rulings are necessary to ensure a fair hearing. Abusive or otherwise disorderly behavior that causes a material disruption is not tolerated. The Hearing Officer may eject or exclude anyone (including the Student charged and/or the Student's Advisor) whose behavior causes a material disruption.
8. The Hearing Officer's decisions regarding procedural issues are final.
9. Where there is more than one Student charged with misconduct in connection with a single occurrence or related multiple occurrences, the Student Conduct Administrator and the Students charged may agree to a single hearing. A Student may request consolidation of his or her case with others, or the Student Conduct Administrator may initiate the consolidation (subject to FERPA and other applicable privacy laws). The Student Conduct Administrator makes consolidation decisions, which are subject to review by the Hearing Officer and thereafter are final.
10. At any time during the hearing, the Student may waive the right to a hearing and accept the proposed sanction. Such a waiver must be in writing.

**E. Standard of Proof; Report and Recommendations of the Hearing Officer**

1. After the hearing, the Hearing Officer shall make findings of fact and conclusions about whether the Student violated the Student Conduct Code. The standard of proof the Hearing Officer shall use is whether the University's charge is sustained by a Preponderance of the Evidence. It is the University's burden to show that it is "more likely than not" that the Student violated the Student Conduct Code.
2. The Hearing Officer's report shall be based only on the information received at the hearing. The Hearing Officer shall not, prior to preparing the report, have substantive communications about the facts of the case with the Student Conduct Administrator, the Complainant, the Student charged, or the witnesses, unless both the Student Conduct Administrator and the Student charged are present.
3. The Hearing Officer shall submit a written report of findings and conclusions to the president, along with any recommended sanctions. The report shall be submitted to the Campus president within 10 Working Days after the hearing.

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#### **F. Final Decision/Notification**

The president shall review the Hearing Officer's report and issue a final decision.

1. The president may impose the recommended sanctions, adopt a different sanction or sanctions, reject sanctions altogether, or refer the matter back for further findings on specified issues. If the president adopts a different sanction than what is recommended by the Hearing Officer, the president must set forth the reasons in the final decision letter. The president's final decision letter shall be issued within 10 Working Days after receipt of the Hearing Officer's report.
2. The president shall send his or her decision electronically to the Student at the University-assigned or other primary e-mail address linked to the Student's University account.

#### **Article IV. Proceedings in Cases Involving Allegations of Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking**

This Article sets forth the procedures that govern all student disciplinary matters systemwide involving allegations of Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking.

##### **A. DHR Administrator**

In accordance with Executive Orders 1096 and 1097, the DHR Administrator investigates complaints of Discrimination, Harassment, and Retaliation based on all Protected Statuses except Gender, determines whether a Student violated the Student Conduct Code, and prepares a report that includes findings and conclusions about whether the Student violated the Student Conduct Code. Unless the determination is appealed as provided in Executive Orders 1096 or 1097, it is final and binding in all subsequent proceedings.

##### **B. Title IX Coordinator**

The Title IX Coordinator (or designee) is responsible for investigating Complaints of Gender Discrimination, Harassment and Retaliation, including Sex Discrimination and Sexual Harassment, as well as Complaints of Sexual Misconduct, Domestic and Dating Violence, and Stalking. (See Executive Orders 1095, 1096 and 1097.) In accordance with Executive Orders 1096 and 1097, the Title IX Coordinator investigates those Complaints, determines whether a Student violated the Student Conduct Code, and prepares a report that includes findings of facts and conclusions about whether the Student violated the Student Conduct Code. Unless the determination is appealed as provided in Executive Orders 1096 or 1097, it is final and binding in all subsequent proceedings.

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### C. Confidentiality

Information provided to University employees in connection with any Complaint shall be considered private and may be shared with other University employees and law enforcement exclusively on a "need to know" basis. The University shall endeavor to honor any Complainant's or alleged victim's request for confidentiality; however, it must also weigh requests for confidentiality against its duty to provide a safe and nondiscriminatory environment for all members of the Campus community. Confidentiality, therefore, cannot be ensured. The Title IX Coordinator or DHR Administrator will determine whether confidentiality is appropriate given the circumstances of each incident. Executive Order 1095 identifies those categories of University employees who are required by law to maintain near or complete confidentiality (for example, in connection with allegations of Sexual Misconduct). Questions about rights and options with respect to confidentiality should be directed to the Campus Title IX Coordinator or DHR Administrator.

### D. Complaint/Investigation/Findings

1. Complaints by Students against Students shall be investigated according to the procedures set forth in Executive Order 1097. The DHR Administrator or the Title IX Coordinator shall notify the Student Conduct Administrator of the status of any such Complaint, including any appeal to the Chancellor's Office (CO), as well as the investigation results (including findings, conclusions, and any Interim Remedies afforded to the Complainant). Where the investigative report finds a violation or the finding of a violation is sustained after appeal, the Student Conduct Administrator will initiate student conduct proceedings. The Student Conduct Administrator and the DHR Administrator or Title IX Coordinator will consult with respect to appropriate sanctions and Remedies.
2. Complaints by California State University (CSU) employees or Third Parties, as defined in Executive Order 1096 (e.g., vendors, auxiliary employees or Campus visitors) against Students shall be investigated according to the procedures set forth in Executive Order 1096. The DHR Administrator or the Title IX Coordinator shall notify the Student Conduct Administrator of the status of any such Complaint, including any appeal to the CO, as well as the investigation results (including findings, conclusions, and any Interim Remedies afforded to the Complainant). Where the investigative report finds a violation or the finding of a violation is sustained after appeal, the Student Conduct Administrator will initiate student conduct proceedings. The Student Conduct Administrator and the DHR Administrator or Title IX Coordinator will consult with respect to appropriate sanctions and Remedies.
3. Unless the CO notifies the Campus that an appeal has been filed, investigative findings pursuant to Executive Orders 1096 or 1097 become final 11 working days after the date of the Notice of Investigation Outcome issued pursuant to those

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Executive Orders. If an appeal is filed, the investigative findings do not become final until the appeal has been exhausted.

**E. Conference with Complainant**

The Student Conduct Administrator shall offer the Complainant(s) the opportunity to confer with the Student Conduct Administrator. Any conference with the Complainant(s) shall occur within 10 Working Days after the Student Conduct Administrator receives the final investigation report – or, if an appeal was filed, the final appeal outcome. The purpose of the conference is to provide an opportunity for the Complainant to provide input concerning appropriate sanctions and Remedies in light of the investigative findings. Therefore, it should take place before the Notice of Conference, described in section F, is served on the Student charged. The Complainant may be accompanied by an Advisor.

**F. Notice of Conference and Conference with the Student Charged**

1. Within 10 Working Days after the Student Conduct Administrator receives the final investigation report – or, if an appeal was filed, the final appeal outcome, and after the Complainant has been given 10 Working Days to have a Conference with the Student Conduct Administrator, the Student Conduct Administrator shall notify the Student charged in writing that a conference has been scheduled or that the Student is directed to promptly schedule a conference with the Student Conduct Administrator.
2. The Notice of Conference shall include:
  - a. The sections of the Student Conduct Code and other Campus policies that are the subject of the proposed discipline;
  - b. The proposed sanction or range of sanctions, including sanctions designed to provide Remedies to the Complainant(s);
  - c. The location on the Campus where the Student can view his or her discipline file, including the location (or copies) of the Campus policies that were violated;
  - d. Notification of any immediate, interim suspension (see Article VI) and/or withdrawal of consent to remain on Campus<sup>5</sup>;
  - e. Notification of the Student's right to be accompanied at the conference by an Advisor; and

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<sup>5</sup> See Cal. Penal Code § 626.4.

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- f. A copy of this Executive Order or notice of where the Student may obtain a copy. If an interim suspension has been imposed or consent to remain on Campus has been withdrawn by the time the Notice of Conference is sent, a copy of this Executive Order shall be enclosed, along with any other Campus policy referenced in the Notice of Conference.

3. Conference with Student charged and/or Complainant

The conference with the Student and any conference with the Complainant(s) shall be conducted as follows:

- a. The conference shall not be recorded.
  - b. The Student Conduct Administrator controls the conference and may exclude any Advisor who materially disrupts the conference.
  - c. The conference requirement is waived if the Student or Complainant(s) fails to attend the conference or otherwise declines to cooperate.
4. The Student Conduct Administrator shall, in consultation with and agreement from the DHR Administrator or Title IX Coordinator, determine which cases are appropriate for resolution (via written resolution agreement), taking into consideration the investigation report and any additional information provided by the Student charged and the Complainant(s) during any conferences. If a proposed resolution agreement can be reached with the Student charged as to an appropriate disposition, the terms of the proposed disposition shall be put in writing and signed by the Student and the University after the Student has been given a reasonable opportunity to review the proposed resolution agreement with an Advisor of the Student's choice. The Student charged must be informed that any proposed resolution may be appealed by the Complainant and is not final until any such appeal is exhausted. Suspension of one academic year or more or expulsion, withdrawal in lieu of suspension or expulsion, and withdrawal with pending misconduct investigation or disciplinary proceedings shall be entered on the Student's transcript permanently without exception; this requirement shall not be waived in connection with any resolution agreement.
5. The Student Conduct Administrator shall promptly notify the DHR Administrator or the Title IX Coordinator of the outcome of the conferences with the Student and the Complainant(s). If the case does not proceed to hearing, the DHR Administrator (or the Title IX Coordinator) shall at that time:
- a. Notify the Complainant(s) of the outcome of the conference, including any proposed resolution agreement as well as the Complainant's right to appeal any proposed resolution agreement to the CO pursuant to Article IV. J.



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- b. Take any appropriate further steps to address the effects of any Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking.
  - c. Identify and address any remaining systemic or other patterns of Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking at the Campus.
6. Discipline cases may be resolved through the conference process. It is, however, not appropriate for a Complainant to be required to "work out the problem" directly with the Student charged, and in no event should any meeting between Complainant and the Student be required.

**G. Notice of Hearing on Sanctions**

1. If not resolved, the Student Conduct Administrator shall issue a Notice of Hearing promptly after the conference. Simultaneous notice shall also be provided to the Complainant and the DHR Administrator or the Title IX Coordinator. The Notice of Hearing shall be issued within 5 Working Days after the conference has concluded.
2. The Notice of Hearing shall be issued under the following circumstances:
  - a. If the Student charged fails to attend the conference or otherwise declines to cooperate;
  - b. If the matter is not closed or the disposition is not memorialized in writing promptly after the conference; or
  - c. No agreement can be reached with respect to the sanction.
3. The Notice of Hearing shall include the following information:
  - a. The sections of the Student Conduct Code and other Campus policies that are the subject of the proposed sanctions;
  - b. The proposed sanctions, including sanctions designed to provide protection/Remedies to the Complainant(s);
  - c. Notification that neither the Hearing Officer nor the president is bound by the proposed sanction, and that the Hearing Officer may recommend, and/or the president may set, a more severe sanction;
  - d. The date, time and place of the hearing;

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- e. The location on the Campus where the Student may view his or her discipline file, including the location (or copies) of the Campus policies that were violated, and any related investigation report;
  - f. Notification that the Student charged and the Complainant each may be accompanied at the hearing by an Advisor. Notification shall be given that any person who intends to bring an attorney must inform the Student Conduct Administrator of the attorney's name, address and phone number at least **5 Working Days** before the hearing. Failure to provide this notice in a timely manner will result in exclusion of the attorney from the hearing;
  - g. Notification that the Student can waive the right to a hearing by accepting the proposed sanction, subject to the Complainant's right to appeal (subject to the approval of the DHR Administrator or Title IX Coordinator);
  - h. Notification of any immediate, interim suspension (see Article VI) and/or withdrawal of consent to remain on Campus<sup>6</sup>; and
  - i. A copy of this Executive Order or notice of where the Student and/or Complainant may obtain a copy. If an interim suspension has been imposed or consent to remain on Campus has been withdrawn by the time the Notice of Hearing is sent, a copy of this Executive Order shall be enclosed, along with any other Campus policy referenced in the Notice of Hearing.
4. The Student Conduct Administrator shall schedule the hearing promptly, but in any event no sooner than **10 Working Days** after, and no later than **20 Working Days** after, the date of the Notice of Hearing.
  5. A notice to appear at hearing shall be sent to any University-related witnesses and to the Complainant(s) at least **5 Working Days** before the hearing at the University-assigned or other primary e-mail addresses linked to these persons' University accounts.
  6. The Notice of Hearing may be amended at any time, and the Student Conduct Administrator may (but is not required to) postpone the hearing for a reasonable period of time. If the notice is amended after a hearing is underway, the Hearing Officer may (but is not required to) postpone the hearing for a reasonable period of time.

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<sup>6</sup> See Cal. Penal Code § 626.4.

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7. The DHR Administrator or Title IX Coordinator retain ultimate authority regarding whether a proposed resolution agreement may be entered into after the Notice of Hearing has been issued, or after the Hearing has commenced. Factors to consider will vary based on the facts and circumstances of the specific case.

#### **H. Hearing on Sanctions**

The findings and conclusions of the investigations conducted in accordance with Executive Orders 1096 and 1097, once any appeals are exhausted, are final and binding. The hearing is limited to determining appropriate sanctions; the findings of the investigation are not under review.

1. The hearing is closed to all persons except the Student Conduct Administrator; the Student charged; the Complainant(s); their respective Advisors; appropriate witnesses while they are testifying; any other alleged victims while they are testifying, together with their Advisors; the Hearing Officer; and one person to assist the Hearing Officer in recording the hearing. All parties and witnesses who will testify must attend the hearing in person unless the Student Conduct Administrator permits an exception (e.g., participation via videoconference or telephone). A police or security officer may also be present if deemed appropriate or necessary by the vice president for Student Affairs or Hearing Officer. The University will cooperate in providing University witnesses wherever possible, provided that they are identified at least **5 Working Days** before the hearing.
2. The Hearing Officer controls the hearing. Except as provided in Article IV. H, sections 6-8 below, the Student Conduct Administrator and the Student charged each put on the evidence in their case and may each ask questions of the witnesses in whatever manner the Hearing Officer deems appropriate.
3. The Hearing Officer may ask questions of any witness, the Student, the Complainant, Student Conduct Administrator, the Title IX Coordinator or the DHR Administrator.
4. The Complainant(s) may be present while evidence is being presented concerning the charges that relate to him/her, unless the Hearing Officer grants a request that the Complainant(s) be excused during certain testimony to protect privacy rights and/or pursuant to FERPA.
5. The DHR Administrator or the Title IX Coordinator may attend the hearing in its entirety.
6. Questions may not be posed to Complainants about their past sexual behaviors involving any persons other than the Student charged.

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7. The Hearing Officer shall ask any questions of the Complainant and other witnesses on behalf of the Student charged (who shall give the Hearing Officer a written list of questions), unless the Complainant(s) or witness expressly waives this requirement and consents to questioning directly by the Student.
8. The Hearing Officer shall ask any questions of the Student and other witnesses on behalf of the Complainant (who shall give the Hearing Officer a written list of any such questions), unless the Complainant in question expressly waives this requirement.
9. The investigation report and any CO Appeal Response prepared pursuant to Executive Orders 1096 or 1097 shall be entered into evidence at the hearing, redacted as appropriate to protect private (e.g. contact) information or as otherwise required by law.
10. Formal rules of evidence applied in courtroom proceedings (e.g., California Evidence Code) do not apply in the hearing. All information that responsible persons are accustomed to rely upon in the conduct of serious affairs is considered. Hearsay may be considered and will be given the weight appropriate under all of the circumstances. Unduly repetitive information may be excluded.
11. The Hearing Officer shall make an official audio recording of the hearing (with assistance, at the Hearing Officer's discretion). The recording is University Property. No other recording of the hearing is permitted. The audio recording shall be retained by the Student Conduct Administrator in accordance with the Campus records/information retention and disposition schedule.
12. If the Student charged fails to appear at the hearing without good cause, the hearing shall nevertheless proceed.
13. The Hearing Officer is responsible for maintaining order during the hearing and makes whatever rulings are necessary to ensure a fair hearing. Abusive or otherwise disorderly behavior that causes a material disruption is not tolerated. The Hearing Officer may eject or exclude anyone (including the Student, the Complainant, and Advisors) whose behavior causes a material disruption.
14. Where there is more than one Student facing sanctions in connection with a single occurrence or related multiple occurrences, the Student Conduct Administrator and the Students charged may agree to a single hearing. A Student may request consolidation of his or her case with others, or the Student Conduct Administrator may initiate the consolidation (subject to FERPA and other applicable privacy laws). The Student Conduct Administrator makes consolidation decisions, which are subject to review by the Hearing Officer and thereafter are final.

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15. At any time during the hearing, and subject to the approval of the DHR Administrator or Title IX Coordinator, the Student charged may waive the right to a hearing and accept the proposed sanction, subject to the Complainant's right to appeal. Such a waiver must be in writing. The DHR Administrator or Title IX Coordinator retain ultimate authority regarding whether a proposed resolution agreement may be entered into after the Notice of Hearing has been issued, or after the Hearing has commenced. Factors to consider will vary based on the facts and circumstances of the specific case.
16. The Hearing Officer shall submit a written report to the president recommending sanctions, if any, as well as any recommendations regarding additional Remedies, including but not limited to restricting the Student's contact with, or physical proximity to, the Complainant or other persons. The report shall include any mitigating or aggravating factors relied upon by the Hearing Officer in reaching the recommendations. The report shall be submitted within 10 Working Days after the hearing.

The Hearing Officer's report shall be based only on the investigative report and the information received at the hearing. The Hearing Officer shall not, prior to preparing the report, have substantive communications about the facts of the case with the Student Conduct Administrator, the Complainant, the Student, the witnesses, or DHR Administrator or the Title IX Coordinator, unless both the Student Conduct Administrator and the Student are present.

#### **I. President's Sanction Decision/Notification**

The president shall review the investigative report and the Hearing Officer's report and issue a decision concerning the appropriate sanction.

1. The president may impose the recommended sanctions, adopt a different sanction or sanctions, or reject sanctions altogether. If the president adopts a different sanction than what is recommended by the Hearing Officer, the president must set forth the reasons in the decision letter. The president's decision letter shall be issued within 10 Working Days after receipt of the Hearing Officer's report.
2. The president shall simultaneously send the decision electronically to the Student charged and Complainant(s) at the University-assigned or other primary e-mail address linked to their University accounts. The decision shall also be sent to the Student Conduct Administrator and the Hearing Officer.
3. The decision letter shall include:
  - a. The outcome of the hearing on sanctions, including any sanction imposed and the name of the Student charged; and

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- b. A copy of the Hearing Officer's report, redacted as appropriate or as otherwise required by law.
    - c. Notice of the Complainant's and Student's right to appeal to the CO.
  4. The president shall also send the decision to the DHR Administrator or the Title IX Coordinator so that they may determine whether any additional Remedies or steps shall be afforded or undertaken in order to maintain a safe and nondiscriminatory University environment.
  5. Unless the CO notifies the campus that an appeal has been filed, the president's sanction decision become final **11 Working Days** after the date of the decision letter.

**J. Appeal of Sanction to the Chancellor's Office**

The Complainant and Student charged each may file an appeal of the president's decision of appropriate sanctions to the CO no later than **10 Working Days** after the date of the president's decision letter. The Complainant may also appeal any proposed sanctions agreed to as part of a proposed resolution agreement with the Student charged either in the conference procedure described above or at any time thereafter. Such an appeal must be filed within **10 Working Days** after the date of notice to the Complainant of the proposed resolution agreement.

1. The appeal request shall be in writing and shall indicate the basis of the appeal. Sanction appeals are limited to a determination as to whether the sanction is reasonable under the facts and circumstances as determined by the investigation and whether any prejudicial procedural errors occurred during the hearing. The CO may conduct an interview with the appealing party to clarify the written appeal, at the CO's discretion.
2. A sanction decision appeal shall be addressed to:

Equal Opportunity and Whistleblower Compliance Unit  
Systemwide Human Resources  
Office of the Chancellor  
401 Golden Shore, 4th Floor  
Long Beach, California 90802  
[eo-wbappeals@calstate.edu](mailto:eo-wbappeals@calstate.edu)

3. Acknowledgement of Appeal. The CO shall provide prompt written acknowledgement of the receipt of the appeal to the appealing party, and will provide written notification of the appeal to the other party, the campus DHR Administrator or Title IX Coordinator, and the Campus president (or designee).

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4. **Reasonable Accommodations.** The CO will provide reasonable accommodations to any party or witness with a qualified Disability during the appeal process upon request by the person needing the accommodation. A reasonable accommodation may include an extension of time to file or respond to an appeal. The timeframe for CO response to an appeal will automatically be adjusted for the time needed, if any, to provide reasonable accommodations
5. **Scope of Review.** The CO appeal review shall be limited in scope to determining whether the sanction is reasonable under the facts and circumstances as determined by the investigation and whether any prejudicial procedural errors occurred during the hearing. The CO appeal review will not involve a new investigation and will not consider evidence that was not introduced during the investigation or hearing. The record will be limited to the record at the hearing.
6. **CO Appeal Response.** The CO shall issue a final appeal response to the parties, the DHR Administrator or Title IX Coordinator, and the campus president (or designee) no later than 10 Working Days after receipt of the written appeal unless the timeline has been extended under Article V. E of Executive Orders 1096 or 1097.
7. **The CO Appeal Response shall include a summary of the issues raised on appeal, a summary of the evidence considered, the determination(s) reached regarding the issues identified within the written appeal, a decision about whether the president's sanction decision is reasonable, and, where applicable, a decision regarding the final sanction.**
8. **Notification of CO Appeal Response.** A copy of the CO final appeal response shall be forwarded to the Complainant and Student charged, the DHR Administrator or Title IX Coordinator, and the president (or designee).

**K. Other Student Conduct Code Violations Related to Incidents of Sexual Misconduct, Dating or Domestic Violence, or Stalking**

Alleged victims and witnesses should not be deterred from reporting any incidents of Sexual Misconduct, Dating or Domestic Violence, or Stalking out of a concern that they might be disciplined for related violations of drug, alcohol, or other University policies. The University's primary concern is the safety of the Campus community; therefore, a person who participates as a Complainant or witness in investigations or proceedings involving Sexual Misconduct, Dating or Domestic Violence, or Stalking shall not be subject to discipline for related violations of the Student Conduct Code at or near the time of the incident unless the University determines the violation was egregious, including but not limited to plagiarism, cheating, academic dishonesty, or conduct that places the health and safety of another person at risk.

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#### Article V. Sanctions

A. The following sanctions may be imposed for violation of the Student Conduct Code:

1. **Restitution.** Compensation for loss, damages or injury. This may include appropriate service and/or monetary material replacement.
2. **Loss of Financial Aid.** Scholarships, loans, grants, fellowships and any other types of state financial aid given or guaranteed for the purposes of academic assistance can be conditioned, limited, cancelled or denied.<sup>7</sup>
3. **Educational and Remedial Sanctions.** Assignments, such as work, research, essays, service to the University or the community, training, counseling, removal from participation in recognized student clubs and organizations (e.g., fraternities and sororities), and/or University events, or other remedies intended to discourage similar misconduct or as deemed appropriate based upon the nature of the violation.
4. **Denial of Access to Campus or Persons.** A designated period of time during which the Student is not permitted: (i) on University Property or specified areas of Campus;<sup>8</sup> or (ii) to have contact (physical or otherwise) with the Complainant, witnesses or other specified persons.
5. **Disciplinary Probation.** A designated period of time during which privileges of continuing in Student status are conditioned upon future behavior. Conditions may include the potential loss of specified privileges to which a current Student would otherwise be entitled, or the probability of more severe disciplinary sanctions if the Student is found to violate the Student Conduct Code or any University policy during the probationary period.
6. **Suspension.** Temporary separation of the Student from active Student status or Student status.
  - a. A Student who is suspended for less than one academic year shall be placed on inactive Student (or equivalent) status (subject to individual Campus policies) and remains eligible to re-enroll at the University (subject to individual Campus enrollment policies) once the suspension has been served. Conditions for re-enrollment may be specified.
  - b. A Student who is suspended for one academic year or more shall be separated from Student status but remains eligible to reapply to the University (subject to individual Campus application policies) once the suspension has been served. Conditions for readmission may be specified.

<sup>7</sup> See Cal. Educ. Code § 69810 *et seq.*

<sup>8</sup> See Cal. Penal Code § 626.2.



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c. Suspension of one academic year or more, withdrawals in lieu of suspension, and withdrawals with pending misconduct investigations or disciplinary proceedings shall be entered on the Student's transcript permanently without exception; this requirement shall not be waived in connection with a resolution agreement.

7. **Expulsion.** Permanent separation of the Student from Student status from the California State University system. Expulsion, withdrawal in lieu of expulsion, and withdrawal with pending misconduct investigation or disciplinary proceeding shall be entered on the Student's transcript permanently, without exception; this requirement shall not be waived in connection with a resolution agreement.

#### **B. Multiple Sanctions**

More than one sanction may be imposed for a single violation.

#### **C. Good Standing**

A Student is not considered to be in good standing for purposes of admission to the University while under a sanction of suspension or expulsion, or while his or her admission or re-admission has been qualified.<sup>9</sup>

#### **D. Administrative Hold and Withholding a Degree**

The University may place an administrative hold on registration transactions and release of records and transcripts of a Student who has been sent written notice of a pending investigation or disciplinary case concerning that Student, and may withhold awarding a degree otherwise earned until the completion of the process set forth herein, including the completion of all sanctions imposed.

#### **E. Record of Discipline**

A record of disciplinary probation or suspension is entered on a Student's transcript, with beginning and end date, for the duration of the sanction. A record of expulsion or suspension for one academic year or more shall note the effective date of discipline and remains on the transcript permanently, without exception. A record of withdrawal in lieu of suspension or expulsion and withdrawal with pending misconduct investigation or disciplinary proceeding remains on the transcript permanently, without exception. These requirements shall not be waived in connection with any resolution agreement.

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<sup>9</sup> See 5 Cal. Code Regs. § 40601(g).

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## Article VI. Interim Suspension

### A. Grounds

A president may impose an interim suspension pursuant to Title 5, California Code of Regulations section 41302 where there is reasonable cause to believe that separation of a Student is necessary to protect the personal safety of persons within the University community or University Property, and to ensure the maintenance of order.

An investigative finding of a violation of Executive Orders 1096 or 1097 standing alone may be sufficient to constitute reasonable cause to believe that an interim suspension is necessary to protect the personal safety of persons within the University community or University Property, and to ensure the maintenance of order.

### B. Notice and Opportunity for Hearing

A Student placed on interim suspension shall be given prompt notice of the charges pending against him or her as enumerated in Title 5, California Code of Regulations section 41302 and a factual description of the conduct alleged to form the basis for the charges. The Student may request a hearing to determine whether continued interim suspension is appropriate by filing a request with the Student Conduct Administrator. The Student Conduct Administrator will notify the Hearing Officer.

In matters subject to Article IV, the Student Conduct Administrator will also notify the Complainant and the Title IX Coordinator or DHR Administrator. The Complainant may participate in any hearing conducted pursuant to this section.

Within 10 Working Days of the request, the Hearing Officer shall conduct a hearing to determine whether there is reasonable cause to believe that the continued interim separation of the Student is necessary to protect the personal safety of persons within the University community or University Property, and to ensure the maintenance of order.<sup>10</sup>

The hearing is conducted pursuant to the provisions of Article III. D or Article IV. H of these procedures, as appropriate.

The president shall review the Hearing Officer's report and shall promptly issue a final decision regarding interim suspension. Notice to the Student charged and to the Complainant (in matters subject to Article IV) shall be sent to the University-assigned or other primary e-mail address linked to the party's University account. The final decision shall also be provided to the DHR Administrator or the Title IX Coordinator where appropriate.

If the University establishes that there is reasonable cause for the interim suspension to continue, it shall remain in effect until the University closes the disciplinary matter, whether

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<sup>10</sup> See 5 Cal. Code Regs. § 41302.

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by resolution agreement, final decision or dropped charges, but in no case longer than the president has determined is required to protect the personal safety of persons within the University community or University Property, and to ensure the maintenance of order.

**C. Denial of Presence on Campus**

During the period of an interim suspension, the Student charged may not, without prior written permission from the Campus president, enter any Campus of the California State University other than to attend the hearing regarding the merits of his or her interim suspension and any disciplinary hearing. The president may also restrict the Student's participation in University-related activities on a case-by-case basis, such as attending off-Campus activities and/or participating in on-line classes. Violation of any condition of interim suspension shall be grounds for expulsion.<sup>11</sup>

**Article VII. Admission or Readmission**

Applicants for admission or readmission into any University program are subject to appropriate sanctions for violations of the Student Conduct Code, including qualification, revocation or denial of admission or readmission. Any such sanction shall be determined by a hearing held pursuant to Article III or Article IV, as appropriate. For Students who withdraw while a disciplinary matter is proceeding, the Campus has discretion whether to continue proceedings or hold proceedings in abeyance.

**Article VIII. Definitions**

For purposes of this Executive Order, the following definitions apply:

- A. **Adverse Action** means an action that has a substantial and material adverse effect on the Complainant's ability to participate in a University program or activity free from **Discrimination, Harassment or Retaliation**, as those terms are defined below. Minor or trivial actions or conduct not reasonably likely to do more than anger or upset a Complainant does not constitute an Adverse Action.
- B. **Advisor**: The Complainant and the Student charged may each elect to be accompanied by an Advisor of their choice to any meeting, interview or hearing regarding the allegations, subject to the limitations set forth above in Article II. C. The Advisor may be anyone, including, for Complainants, a Sexual Assault Victim's Advocate (defined below), provided the Advisor is not a person with information relevant to the allegations who may be interviewed or testify during any related investigation or hearing. The Advisor may not answer questions regarding the subject matter of the investigation for the Complainant or the Student charged. Where attorneys are permitted, the Complainant and the Student charged may each elect an attorney as an Advisor. Any person who has a

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<sup>11</sup> See 5 Cal. Code Regs. § 41302.

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license (active or inactive) to practice law is considered an attorney for purposes of this Executive Order.

- C. **Affirmative Consent** means an informed, affirmative, conscious, voluntary and mutual agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the Affirmative Consent of the other participant(s) to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent.

Affirmative Consent can be withdrawn or revoked. Affirmative Consent cannot be given by a person who is incapacitated.

A person with a medical or mental Disability may also lack the capacity to give consent.

Sexual activity with a minor (under 18 years old) is never consensual because a minor is considered incapable of giving legal consent due to age.

See Executive Orders 1096 and 1097 for a more detailed description of Affirmative Consent.

- D. **Age** means how old a person is, or the number of years for the date of a person's birth and is a Protected Status.<sup>12</sup>
- E. **California State University (CSU)** means the 23 campus system of the California State University, including the Chancellor's Office (CO).
- F. **Campus or University** means any of the 23 campuses of the CSU or the CO.
- G. **CO Appeal Response** refers to the decision provided to the Complainant and the Student charged upon completion of the Appeal Process.
- H. **Complainant** means an individual who is eligible to file a Complaint to report a violation of Executive Orders 1096 or 1097. It also includes any person who is reported to have experienced a violation of Executive Orders 1096 or 1097 in cases where some other person has made a report on that person's behalf. A Complainant may also be referred to as a party to the Complaint.
- I. **Complaint** means a report of a violation of Executive Orders 1096 or 1097 alleging Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking or a report under 5 California Code of Regulations Section 41301.

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<sup>12</sup> See 34 C.F.R. § 110.3.

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- J. Dating Violence** is abuse committed by a person who is or has been in a social or dating relationship of a romantic or intimate nature with the victim.<sup>13</sup> This may include someone the victim just met; i.e., at a party, introduced through a friend, or on a social networking website. For purposes of this definition, “abuse” means intentionally or recklessly causing or attempting to cause bodily injury or placing another person in reasonable apprehension of imminent serious bodily injury to himself or herself, or another. Abuse does not include non-physical, emotional distress or injury.
- K. DHR (Discrimination, Harassment, and Retaliation) Administrator** means the MPP employee at each Campus who is designated to administer portions of this Executive Order and coordinate compliance with the laws prohibiting Discrimination, Harassment and Retaliation for all Protected Statuses except Gender. The DHR Administrator may delegate tasks to one or more designees. The Campus president may assign the roles of the DHR Administrator and Title IX Coordinator (defined below) to the same person.
- L. Disability** means mental or physical disability as defined in California Education Code § 66260.5 and California Government Code § 12926, and is a Protected Status.
- M. Discrimination** means Adverse Action taken against a Student by the CSU, a CSU employee, another Student, or a Third Party because of a Protected Status.
- N. Domestic Violence** is abuse committed against someone who is a current or former spouse; current or former cohabitant; someone with whom the abuser has a child; someone with whom the abuser has or had a dating or engagement relationship; or a person similarly situated under California domestic or family violence law. Cohabitant means two unrelated persons living together for a substantial period of time, resulting in some permanency of relationship. Factors that may determine whether persons are cohabiting include, but are not limited to: (1) sexual relations between the parties while sharing the same living quarters; (2) sharing of income or expenses; (3) joint use or ownership of property; (4) whether the parties hold themselves out as husband and wife; (5) the continuity of the relationship; and, (6) the length of the relationship. For purposes of this definition, “abuse” means intentionally or recklessly causing or attempting to cause bodily injury or placing another person in reasonable apprehension of imminent serious bodily injury to himself or herself, or another.<sup>14</sup> Abuse does not include non-physical, emotional distress or injury.
- O. Gender** means sex, and includes a person’s gender identity and gender expression.<sup>15</sup> Gender expression means a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. Sex includes but is

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<sup>13</sup> See Cal. Penal Code § 13700 (b).

<sup>14</sup> See Cal. Penal Code § 13700(b) and Cal. Family Code § 6211.

<sup>15</sup> See Cal. Educ. Code § 66260.7.

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not limited to pregnancy, childbirth or associated medical condition(s).<sup>16</sup> They are Protected Statuses.

**P. Genetic Information is a Protected Status and means<sup>17</sup>:**

- The Student's genetic tests.
- The genetic tests of the Student's family members.
- The manifestation of a disease or disorder in the Student's family members.
- Any request for, or receipt of genetic services, or participation in clinical research that includes genetic services, by a Student or any Student's family member.
- Genetic Information does not include information about any Student's sex or age.

**Q. Harassment means unwelcome conduct that is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the Complainant, and is in fact considered by the Complainant, because of the Complainant's Protected Status, as limiting the Complainant's ability to participate in or benefit from the services, activities or opportunities offered by the University.**

**R. Investigator means the person tasked by a Campus with investigating a Complaint. All investigators shall receive annual training regarding such issues as the laws governing Discrimination, Harassment and Retaliation; Title IX and VAWA/Campus SaVE Act (as defined below); as well as other related state and federal laws prohibiting Discrimination, Harassment and Retaliation based on Gender or Sex, including Sex Discrimination, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, and Stalking; Complainant, Student, Employee, and witness privacy rights; and the Family Educational Rights and Privacy Act of 1974 (FERPA). For matters involving Sex Discrimination, Sexual Harassment, Sexual Misconduct, Dating or Domestic Violence, or Stalking, the Investigator shall also receive annual training on how to conduct an investigation process that protects the safety of the Complainant(s)/victim(s) and the University community. (See also Executive Order 1095 Revised regarding required training for Sexual Harassment and Sexual Misconduct investigations.)**

If delegated, the DHR Administrator or the Title IX Coordinator (for Complaints alleging Sex Discrimination, Sexual Harassment, Sexual Misconduct, Dating or Domestic Violence, or Stalking) shall monitor, supervise, and oversee the investigation to ensure that it is conducted in accordance with the standards, procedures and timelines set forth in Executive Orders 1096 and 1097 Revised.

The Investigator may be the DHR Administrator, the Title IX Coordinator, or their designee, provided that the person shall be an MPP Employee or an external consultant.

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<sup>16</sup> See 34 C.F.R. § 106.40.

<sup>17</sup> See Cal. Civ. Code § 51(2)(e).

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- S. MPP Employee** means a Management Personnel Plan employee who has been designated as a “management” or “supervisory” employee under the provisions of the Higher Education Employer-Employee Relations Act.<sup>18</sup>
- T. Nationality** includes citizenship, country of origin, and national origin and is a Protected Status.<sup>19</sup>
- U. Parties to a Complaint** are the Complainant(s) and the Student(s) charged.
- V. Preponderance of the Evidence** means the greater weight of the evidence; i.e., that the evidence on one side outweighs, preponderates over, or is more than, the evidence on the other side. The Preponderance of the Evidence is the applicable standard for demonstrating facts and reaching conclusions in an investigation conducted pursuant to this Executive Order or Executive Orders 1096 and 1097.
- W. Protected Status** includes Age, Disability, Gender, Genetic Information, Nationality, Race or Ethnicity, Religion, Sexual Orientation, and Veteran or Military Status.
- X. Race or Ethnicity** includes ancestry, color, ethnic group identification, and ethnic background and is a Protected Status.<sup>20</sup>
- Y. Religion** is a Protected Status and includes all aspects of religious belief, observance, and practice, and includes agnosticism and atheism. Religious dress and grooming practices, such as wearing religious clothing, head or face covering, jewelry, and artifacts, are part of a Complainant’s religious observance or belief.<sup>21</sup>
- Z. Remedies** mean actions taken to correct allegations and/or reported violations of Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating Violence, Domestic Violence, or Stalking. Remedies can include discipline of the perpetrator.

**Interim Remedies** shall be offered prior to the conclusion of an investigation in order to immediately stop any wrongdoing and/or reduce or eliminate any negative impact, when appropriate. Persons reporting that they have been the victim of Discrimination, Harassment, Retaliation, Sexual Misconduct, Domestic Violence, Dating Violence, or Stalking must be provided reasonable and available Interim Remedies, if requested, regardless of whether the person chooses to report the conduct to Campus police or local law enforcement, and regardless of whether an investigation is conducted under Executive Order 1096 or 1097. Examples may include offering the option of psychological counseling services, changes to academic or living situations, completing a course and/or courses on-line (if otherwise appropriate), academic tutoring, arranging for

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<sup>18</sup> See 5 Cal. Code Regs. § 42720 et seq.

<sup>19</sup> See Cal. Educ. Code § 66261.5.

<sup>20</sup> See Cal. Educ. Code § 66261.7.

<sup>21</sup> See Cal. Educ. Code § 66262.

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the re-taking of a class or withdrawal from a class without penalty, and/or any measure as appropriate to stop further alleged harm until an investigation is concluded or a resolution is reached. The DHR Administrator or Title IX Coordinator shall assist and provide the person with reasonable Remedies as requested throughout the reporting, investigative, and disciplinary processes, and thereafter.

**AA. Retaliation** means Adverse Action taken against a Student because the Student has or is believed to have:

1. Exercised rights under Executive Orders 1096 or 1097, or Title V of the California Code of Regulations;
2. Reported or opposed conduct which the Student reasonably and in good faith believes is in violation of Executive Orders 1096 or 1097, or Title V of the California Code of Regulations;
3. Assisted or participated in a related investigation/proceeding regardless of whether the Complaint was substantiated; or
4. Assisted someone in reporting or opposing a violation of Executive Orders 1096 or 1097, or Title V of the California Code of Regulations, or assisted someone in reporting or opposing Retaliation under Executive Orders 1096 or 1097, or Title V of the California Code of Regulations.

Retaliation may occur whether or not there is a power or authority differential between the individuals involved.

**BB. Sexual Assault Victim's Advocate** refers to employees or third party professionals appointed to support victims/survivors/Complainants of Sexual Misconduct. They must be certified and have received specialized training to provide advice and assistance, including but not limited to the provision of information about available options in the Complaint, law enforcement, legal, and medical processes and with emotional and decision making support. Sexual Assault Victim's Advocates may accompany victims/survivors/Complainants as a support person and assist in seeking services. They are committed to maintain the highest possible level of confidentiality permissible under state and federal law in their communications with the persons they assist.<sup>22</sup> Sexual Assault Victim's Advocates are appointed based on experience and demonstrated ability to effectively provide services to victims/survivors/Complaints. See Executive Order 1095 for more detailed information.

**CC. Sexual Harassment**, a form of Sex Discrimination, is unwelcome verbal, nonverbal or physical conduct of a sexual nature that includes, but is not limited to, sexual advances, requests for sexual favors, and any other conduct of a sexual nature where:

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<sup>22</sup> See Cal. Evid. Code §§ 1035.2 and 1035.4.



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1. Submission to, or rejection of, the conduct is explicitly or implicitly used as the basis for any decision affecting a Complainant's academic status or progress, or access to benefits and services, honors, programs, or activities available at or through the University; or
2. The conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the Complainant, and is in fact considered by the Complainant, as limiting his or her ability to participate in or benefit from the services, activities or opportunities offered by the University; or
3. The conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the Complainant, and is in fact considered by the Complainant, as creating an intimidating, hostile or offensive environment.

For example, it would include being forced to engage in unwanted sexual contact as a condition of membership in a student organization or frequently being exposed to unwanted images of a sexual nature in a classroom that are unrelated to the coursework.

Sexual Harassment also includes acts of verbal, non-verbal or physical aggression, intimidation or hostility based on Gender or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Sexual Harassment is unwelcome conduct of a sexual nature. While romantic and/or social relationships between members of the University community may begin as consensual, they may evolve into situations that lead to charges of Sexual Harassment or Sexual Misconduct, including Domestic Violence, Dating Violence, or Stalking.

Conduct that does not amount to Sexual Harassment may still be unprofessional or violate other University policies.

- DD. Sexual Misconduct:** All sexual activity between members of the CSU community must be based on Affirmative Consent. Engaging in any sexual activity without first obtaining Affirmative Consent to the specific activity is Sexual Misconduct, whether or not the conduct violates any civil or criminal law.

Sexual activity includes, but is not limited to, kissing, touching intimate body parts, fondling, intercourse, penetration of any body part, and oral sex. It also includes any unwelcome physical sexual acts, such as unwelcome sexual touching, Sexual Assault, Sexual Battery, Rape, and Dating Violence. When it is based on Gender, Domestic Violence and Stalking also constitute Sexual Misconduct. Sexual Misconduct may include physical force, violence, threat, or intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through the use

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of drugs or alcohol, or taking advantage of the other person's incapacitation (including voluntary intoxication). Men as well as women can be victims of these forms of Sexual Misconduct. Sexual activity with a minor is never consensual when the Complainant is under 18 years old, because the minor is considered incapable of giving legal consent due to age.

1. **Sexual Assault** is a form of Sexual Misconduct and is an attempt, coupled with the ability, to commit a violent injury on the person of another because of that person's Gender or sex.<sup>23</sup>
  2. **Sexual Battery** is a form of Sexual Misconduct and is any willful and unlawful use of force or violence upon the person of another because of that person's gender or sex as well as touching an intimate part of another person against that person's will and for the purpose of sexual arousal, gratification, or abuse.<sup>24</sup>
  3. **Rape** is a form of Sexual Misconduct and is non-consensual sexual intercourse that may also involve the use of threat of force, violence, or immediate and unlawful bodily injury or threats of future retaliation and duress. Any sexual penetration, however slight, is sufficient to constitute Rape. Sexual acts including intercourse are considered non-consensual when a person is incapable of giving consent because that person is incapacitated from alcohol and/or drugs, is under 18 years old, or if a mental disorder or developmental or physical Disability renders a person incapable of giving consent. The Complainant's relationship to the person (such as family member, spouse, friend, acquaintance or stranger) is irrelevant. (See complete definition of Affirmative Consent above.)<sup>25</sup>
  4. **Acquaintance Rape** is a form of Sexual Misconduct committed by an individual known to the victim. This includes a person the victim may have just met; i.e., at a party, introduced through a friend, or on a social networking website. (See above for definition of Rape.)
- EE. Sexual Orientation** means one's preference in sexual partners and includes heterosexuality, homosexuality, or bisexuality and is a Protected Status.<sup>26</sup>
- FF. Stalking** means engaging in a repeated Course of Conduct directed at a specific person that would cause a Reasonable Person to fear for his/her or others' safety or to suffer Substantial Emotional Distress.<sup>27</sup> For purposes of this definition:

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<sup>23</sup> See Cal. Penal Code § 240.

<sup>24</sup> See Cal. Penal Code § 242.

<sup>25</sup> See Cal. Penal Code §§ 261-263.

<sup>26</sup> See Cal. Educ. Code § 66262.7.

<sup>27</sup> See Cal. Penal Code § 646.9.

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1. **Course of Conduct** means two or more acts, including but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property;
  2. **Reasonable Person** means a reasonable person under similar circumstances and with the same Protected Statuses as the Complainant;
  3. **Substantial Emotional Distress** means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.
- GG. Student** means an applicant for admission to the CSU, an admitted CSU student, an enrolled CSU student, a CSU extended education student, a CSU student between academic terms, a CSU graduate awaiting a degree, a CSU student currently serving a suspension or interim suspension, and a CSU student who withdraws from the University while a disciplinary matter (including investigation) is pending.
- HH. Student Conduct Code** means 5 California Code of Regulations Section 41301 et seq.
- II. Third Party** means a person other than an employee or a Student. Examples include employees of auxiliary organizations<sup>28</sup>, volunteers, independent contractors, vendors and their employees, and visitors.
- JJ. Title IX** means Title IX of the Education Amendments of 1972.
- KK. Title IX Coordinator** means the Campus MPP Employee appointed by the Campus president to coordinate compliance with Title IX, VAWA/Campus SaVE Act, and other related state and federal laws prohibiting Discrimination, Harassment and Retaliation based on Gender or sex, including Sex Discrimination, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, and Stalking. (See Executive Order 1095 Revised).
- LL. University Property** means:
1. Real or personal property in the possession or under the ownership or control of the University; and
  2. All University facilities whether utilized by a Campus or a Campus auxiliary organization.
- MM. VAWA** means the Violence Against Women Reauthorization Act of 2013 (which amends the Jeanne Clery Disclosure of Campus Crimes Statistics Act, commonly

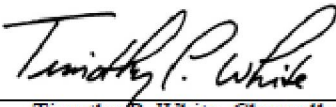
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<sup>28</sup> See 5 Cal. Code Regs. § 42406.

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known as the Clery Act) (20 U.S.C. 1092(f)), under its Campus Sexual Violence Elimination Act provision (Campus SaVE Act).

- NN. Veteran or Military Status** may be Protected Statuses and means service in the uniformed services.
- OO. Working Days** are defined as Monday through Friday, excluding all official holidays or Campus closures at the Campus where the Complaint originated or at the CO where an Appeal is reviewed.



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Timothy P. White, Chancellor

Dated: June 23, 2015

**Revision History:**

As a result of the issuance of this Executive Order, the following documents are superseded as of the effective date of this Executive Order and are no longer applicable:

- Executive Order 1098 (*Student Conduct Procedures*), dated June 3, 2014
- Executive Order 1073 (*Student Conduct Procedures*), dated April 6, 2012
- Executive Order 1043 (*Student Conduct Procedures*), dated August 3, 2009
- Executive Order 970 (*Student Conduct Procedures*), dated February 2, 2006

**Appendix B**

California State University Channel Islands Conduct Process Flowchart



Appendix C

California State University Channel Islands Substance Abuse Sanction Proposal Presentation


7/23/2015

Qs through presentation  
or after each  
section

MA1

# CI Substance Abuse Sanction Proposal

Presented by: Alicia Milanowski  
Educational Leadership Graduate Intern  
Student Conduct & Community Responsibility  
Friday July 24, 2015



## Student Conduct & Community Responsibility

The purpose of Student Conduct and Community Responsibility (SCCR) is to uphold the standards of the University by holding students accountable to the *Student Conduct Code*. In doing so, SCCR protects the rights of the student in the administration of the student conduct process. Furthermore, SCCR fosters student development **by providing educational opportunities that promote ethical behavior, civility and integrity.**

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## SCCR Aims

- **Provide** consistent and equitable applications of the *Student Conduct Code*, relevant California State University executive orders, federal and state laws, and University policies that promote fairness, transparency and accountability for students
- **Collaborate** with students, faculty, and staff to develop and implement programs and activities that educate students on responsibility, integrity and civility
- **Connect** students with available on campus resources to facilitate student success and retention
- **Establish** collaborative and purposeful sanctioning that fosters intellectual, ethical and personal development of students

## Presentation Overview

- CI's Current Administrative Sanctions
- e-CHUG & e-TOKE
- Brief Alcohol Screening and Intervention for College Students (BASICS)
- 3<sup>rd</sup> Millennium
- Student Involvement
- Recommendations Moving Forward





7/23/2015

## Current Administrative Sanctions

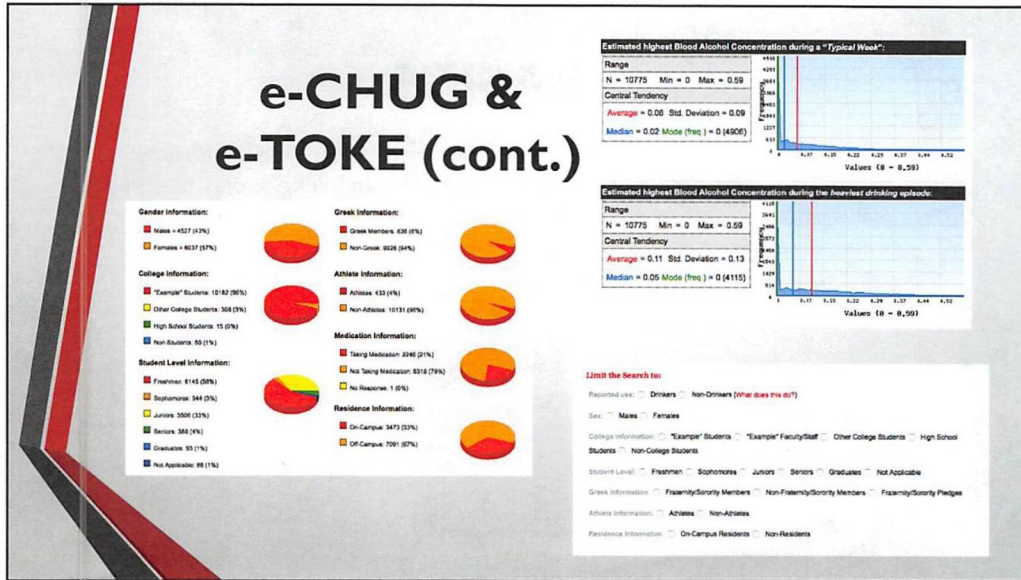
|  |  |
|--|--|
| <p style="text-align: center;"><b><u>Marijuana</u></b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> time offense: Disciplinary probation for a period of 6 months</li> <li>• 2<sup>nd</sup> time offense: Extension of disciplinary probation and/or suspension of 1 semester</li> <li>• 3<sup>rd</sup> time offense: Suspension of 1 semester</li> </ul> <p style="text-align: center;"><i>*Edu. sanctions</i></p> | <p style="text-align: center;"><b><u>Alcohol</u></b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> time offense: Written disciplinary warning</li> <li>• 2<sup>nd</sup> time offense: Disciplinary probation for a period of 3-6 months</li> <li>• 3<sup>rd</sup> time offense: Disciplinary probation for a period of 6-12 months</li> <li>• 4<sup>th</sup> time offense: Suspension of 1 semester</li> </ul> <p style="text-align: center;"><small>*Housing Requires Alcohol Edu. To be completed upon move in to Residence Halls.</small></p> |
|--|--|

## e-CHUG & e-TOKE

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• An interactive web survey that allows college and university students to enter information about their drinking patterns and receive feedback about their use of alcohol.</li> </ul> | <ul style="list-style-type: none"> <li>• An interactive web survey that is a brief marijuana-specific assessment and feedback tool. It provides students at colleges and universities insight into marijuana use using personalized information about their behaviors and risk factors.</li> </ul> |
|    |    |
| <p>SDSU</p>   |  |



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Can we pull our own data?

## e-CHUG & e-TOKE (cont.)

### PROS

- Accessible to Students and Administration
- Cost Effective (\$975 Annual Fee)
  - Optional Enhancement Fee's
- Personalized Intervention (Campus & Student)
- Free Trial Available (year + half)
- Evidence Based (15 Outcome Studies)
- NASPA Recognized Program
- Utilized on over 600 Campuses (Internationally)

### CONS

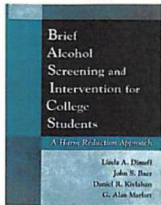
- Length of time in Session - *10 minutes*
- Lack of Diverse Sessions
- User Friendly - *said it is user friendly*
- Relatable?
- "Rolling Out"

Research did see schools do follow-up? after completion?

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# BASICS

A brief motivational intervention for high-risk college students that uses alcohol screening and feedback to reduce problem drinking, excessive drinking, and binge drinking by enhancing motivation to change, promoting healthier choices, reviewing myths and facts about alcohol, and teaching coping skills to moderate drinking.



# BASICS (cont.)

*Split into slides*

**STARTUP COSTS**

**Initial Training and Technical Assistance**  
Initial training is \$4,000 per day, which includes trainer costs and travel. A 2-day training is standard to train BASICS facilitators. A 3-day training is required if a college wants to license a staff person who can train others in the BASICS program.

**Curriculum and Materials**  
\$100 - \$200 to print handouts and slides.

**Licensing**

- \$1,000 one-time licensing fee for the BASICS Delivery Protocol
- \$1,000 one-time licensing fee for use of BASICS 2-Day Reference Curriculum by staff who attend a 3-day training and train others.
- \$1,000 - \$10,000 annual license fee for on-line assessment and feedback application that is necessary to deliver the intervention (costs range depending on the vendor and number of students served by the program).

**Other Start-Up Costs**  
The costs of staff time while attending a one- or two-day training.

**INTERVENTION IMPLEMENTATION COSTS**

**Ongoing Curriculum and Materials**  
Annual materials range from \$100-\$250 for duplication costs, as well as \$200 per 200 for SAC cards.

**Staffing**  
Qualifications: No specific requirements regarding qualifications. Program is delivered by staff at college health centers with varying professional backgrounds including graduate assistants in counseling, clinical psychology and clinical social work, health educators, chemical dependency professionals, and professional staff who are clinical or counseling psychologists or clinical social workers.

**Ratio:** One to one intervention.

**Time to Deliver Intervention:** Intervention is delivered in two interview sessions (1 - 1.5 hours each) scheduled over a three-month period.

**BRIEF ALCOHOL SCREENING AND INTERVENTION FOR COLLEGE STUDENTS (BASICS)**  
Briefest Program Rating Model

A brief motivational intervention for high-risk college students that uses alcohol screening and feedback to reduce problem drinking, excessive drinking, and binge drinking by enhancing motivation to change, promoting healthier choices, reviewing myths and facts about alcohol, and teaching coping skills to moderate drinking.

| FACT SHEET  | PROGRAM COSTS  | FUNDING STRATEGIES   | DETAILED EVALUATION ABSTRACT | VIDEO |
|---|--|--|------------------------------|-------|
| <p><b>PROGRAM OUTCOMES</b><br/>Alcohol</p> <p><b>PROGRAM TYPE</b><br/>Cognitive-Behavioral Training<br/>School - Individual Strategies</p> <p><b>PROGRAM SETTING</b><br/>School</p> | <p><b>CONTINUUM OF INTERVENTION</b><br/>Selective Prevention (Elevated Risk)<br/>Indicated Prevention (Early Symptoms of Problem)</p> <p><b>AGE</b><br/>Early Adulthood (19-22)</p> <p><b>GENDER</b><br/>Male and Female</p> <p><b>RACE/ETHNICITY</b><br/>All Race/Ethnicity</p> | <p><b>ENDORSEMENTS</b><br/>Crime Solutions: Effective<br/>Blueprints Model<br/>CUJSP Model Programs: Effective<br/>SAMHSA: 3.1 - 3.3</p> <p><b>PROGRAM INFORMATION CONTACT</b><br/>George A. Parks, Ph.D.<br/>Caring Communication<br/>5022 102nd Place SW<br/>Edmonds, WA 98228<br/>(206) 520-1948<br/>E-mail: gpa@u.washington.edu<br/><a href="http://ojsps.washington.edu/labro/basics.htm">http://ojsps.washington.edu/labro/basics.htm</a></p> <p><b>PROGRAM DEVELOPER/OWNER</b><br/>G. Alan Marlatt, Ph.D., DECEASED<br/>University of Washington</p> |                              |       |

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## BASICS (cont.)

|   |  |
|---|--|
| <p style="text-align: center;"><b><u>PROS</u></b></p> <ul style="list-style-type: none"> <li>• Individual Student Focus</li> <li>• Intensive Intervention Plan</li> <li>• Extensive Cognitive Development Research</li> <li>• Training Offered/Materials Extensive</li> </ul> | <p style="text-align: center;"><b><u>CONS</u></b></p> <ul style="list-style-type: none"> <li>• Solely Alcohol Intervention</li> <li>• Not Cost Effective (\$\$\$)</li> <li>• High Severity Cases</li> <li>• Lack of Diversity within Research</li> </ul> |
|---|--|

## 3<sup>rd</sup> Millennium

“Each 3rd Millennium College Course incorporates proven techniques that are intended to change high-risk behavior. Whether used as **prevention or intervention**, 3rd Millennium’s college courses can positively impact student welfare and campus culture. Each evidence-based course incorporates personalized feedback and the latest research techniques to change high-risk behavior. Many independently controlled studies demonstrate that students who use our online courses and our partnered e-CHECKUP TO GO show significant reductions in high-risk drinking.” – 3<sup>rd</sup> Millennium Website

|                      |                            |                              |
|----------------------|----------------------------|------------------------------|
| <b>Alcohol-Wise</b>  | <b>Under the Influence</b> | <b>Consent &amp; Respect</b> |
| <b>Marijuana 101</b> |                            | <b>Greek-Wise</b>            |
| <b>Personal Best</b> | <b>Other Drugs</b>         | <b>Social Responsibility</b> |

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*staff/faculty will buy*

*How many student pay 17-20*


## 3rd Millennium (cont.)

**PROS**

- Accessible to Students and Administration
- Cost Effective (Customized to University)
- Personalized Prevention & Intervention (Campus & Student)
- Free Trial Available *umo - 1 yr*
- Evidence Based
  - 10 Peer Reviewed Journals
  - 5 Professional Conference Presentations
- NASPA Recognized Program

**CONS**

- Length of Session Time – Student Perspective *1 hr - 4 hrs*



*Students having to pay*


*Diversity?*

## 3rd Millennium (cont.)

**Marijuana 101**

Marijuana 101 is a 4-hour online intervention course used as a sanction for on-campus student marijuana violations, such as possession of marijuana or drug paraphernalia.


Through our Student Management System, administrators are able to view student progress through the course in real time, as well as receive notifications of course completion. No individual student responses are visible.



**Under the Influence**

Under the Influence is a 3-hour online intervention course used as a sanction for on-campus student alcohol violations, such as underage drinking or public intoxication.


Consent & Respect, a sexual assault awareness module, can be included as a lesson in Under the Influence to provide interactive exercises on how to recognize and avoid becoming a perpetrator or victim of sexual assault.



**Marijuana-Wise**


Marijuana-Wise is a marijuana prevention course for college students. This course can be paired with Alcohol-Wise, Drink-Wise or taken as a standalone.

IS AN ONLINE PREVENTION PROGRAM DESIGNED TOWARDS INCOMING FRESHMEN, TRANSFERS, OR TARGETED HIGH-RISK CAMPUS POPULATIONS



**Other Drugs**


The Other Drugs lesson module add-on for our online alcohol and drug education courses that provides the physiological, health, and legal consequences of drug use and possession.



**Alcohol-Wise**

Alcohol-Wise is a 4-hour online alcohol abuse prevention course designed specifically for use on college campuses for first-year students and other high-risk groups.

The ideal time to do the follow-up portion is after being on campus for a couple of weekends.



7/23/2015

*\$35/student*

|                                      | e-CHUG & e-TOKE   | 3 <sup>rd</sup> Millennium   | BASICS   |
|--------------------------------------|---|--|--|
| <b>Cost</b>                          | \$975 Annually<br>(Option to enhance plan for \$350 or \$375) | Student Paid or Bundled Discount Rate for University   | Ranges \$1,000-\$10,000 depending on option chosen             |
| <b>Intervention Programs Offered</b> | Alcohol & Marijuana   | Alcohol, Marijuana, Consent/Respect, Greek Wise, Under the Influence, Social Responsibility, & Personal Best | Alcohol  |
| <b>Time Allotted for Sections</b>    | 10 minute minimum   | 1 hour sessions to 4 hour sessions   | Begins with two 50 minute interviews one week apart            |
| <b>Follow Up Required</b>            | Optional (Can Return at anytime)                              | Yes (after 30 days)  | Yes (Depends on individual plan)                               |
| <b>Target Audience</b>               | Customized to Student Population                              | Customized to Student Population   | High Risk Students (Serves approximately 400 Student Annually) |

*may want to pull up before*


## Website Preview

- [E-Check Up To GO](#)
- [3rd Millennium](#)
- [BASICS](#)



7/23/2015

## Student Involvement



*"Placing students at the center of the educational experience..."*

- Collaboration with the ASI Entities and Student Leadership Programs
- Trial Period of 6 months – 1 year with Housing & Lower Level Conduct Violations
- Open Forums Hosted Throughout the Academic Year (Advertising in CAPS, SCCR, DSA Centers/Offices, and Academic Programs)

*Housing*

*Housing*

## Recommendations & Proposal Moving Forward

### 3<sup>rd</sup> Millennium

“The drinking cultures of high-risk populations including freshmen, athletes, and Greek members require an intervention that goes beyond education. The integration of the e-CHECKUP TO GO’s evidence-based personalized intervention into 3<sup>rd</sup> Millennium Classroom’s interactive education curriculum shows great promise.” – e-CHUG & e-TOKE Website

*pricing ind. student pays for other classes*

7/23/2015

## Questions?



## References & Sources

- <http://www.echeckuptogo.com/usa/>
- [http://www.lcbapps.lcb.state.pa.us/phe/interior/includesContent/5\\_BASICS\\_Model\\_Factsheet.pdf](http://www.lcbapps.lcb.state.pa.us/phe/interior/includesContent/5_BASICS_Model_Factsheet.pdf)
- <http://web.3rdmilclassrooms.com/>

## Appendix D

### 3<sup>rd</sup> Millennium Alcohol Online Education Course Instructions



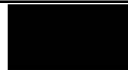
### UNDER THE INFLUENCE - Enrollment Instructions California State University Channel Islands

*UNDER THE INFLUENCE* is an online alcohol education course.

You'll need access to an internet connected computer and an email address.

To receive credit you must follow enrollment instructions and enter the correct Control Number.

1. Go to [www.3rdmilclassrooms.com](http://www.3rdmilclassrooms.com)
2. Click on Begin Enrollment and choose College on the left side menu.
3. When you are directed to Enter Control Number, enter the code below.



**The course fee is \$35.00 and you can pay online with a debit/credit card.**

You will receive a password immediately on the screen and by email.

**-OR-**

Send check or money order with completed mail-in form to the address on the bottom of the form.

**You will receive an email 30-days after you finish the course reminding you to complete the required 15-minute Part 2 follow-up.**

**You will not receive your Certificate of Completion until you finish Part 2.**

It takes less than 2.5 hours to complete the course and you can login and out as needed.

Upon completion, you and the notifying administrator at your school will receive a completion notification by email.

Save your Certificate of Completion for your records.

---

### Contact Information:

3<sup>rd</sup> Millennium Classrooms

15900 La Cantera Parkway, Suite 20265 San Antonio, TX 78256 phone: 888-810-7990

email: [info@3rdmilclassrooms.com](mailto:info@3rdmilclassrooms.com)



## Appendix E

### 3<sup>rd</sup> Millennium Marijuana 101 Online Education Course Instructions



#### MARIJUANA 101 - Enrollment Instructions

#### California State University Channel Islands

*MARIJUANA 101* is an online drug education course.

You'll need access to an internet connected computer and an email address.

To receive credit you must follow enrollment instructions and enter the correct Control Number.

4. Go to [www.3rdmilclassrooms.com](http://www.3rdmilclassrooms.com)
5. Click on Begin Enrollment and choose College on the left side menu.
6. When you are directed to Enter Control Number, enter the code below.



**The course fee is \$35.00 and you can pay online with a debit/credit card.**

You will receive a password immediately on the screen and by email.

**-OR-**

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**You will receive an email 30-days after you finish the course reminding you to complete the required 15-minute Part 2 follow-up.**

**You will not receive your Certificate of Completion until you finish Part 2.**

It takes less than 2.5 hours to complete the course and you can login and out as needed.

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Save your Certificate of Completion for your records.

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