

GETTING INVOLVED IN THE SANCTION: A CESSATION PROGRAM TO REDUCE
SUBSTANCE ABUSE BY STUDENTS DURING THE UNDERGRADUATE UNIVERSITY
EXPERIENCE

An Action Research Project Presented to
The Faculty of the School of Education
California State University Channel Islands

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Masters of Arts

By
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Chapter 1: Introduction

Student Drug Use and Institutional Implications

Each year thousands of undergraduate students progress through the California State University (CSU) system. Currently, California's six-year bachelor's degree retention rate is 63.9% (National Center for Higher Education Management Systems, 2009). Campus retention is impacted by students choosing to leave or being removed from the institution. Students choosing to leave an institution increase retention percentages with first-year college students being the most likely to drop out of their institution (Noel, Levitz & Saluri, 1985). When students discontinue their attendance, whether by choice or forced out, it constitutes a financial loss, decreased graduation rate and may affect the institution's reputation within the local community (Lau, 2003).

Lau's (2003) research demonstrated campuses with high freshmen retention rates have a higher likelihood of graduating more students within the four year goal for most universities. With risk taking traits commonly present in a first-year student experience, this may influence violation invoking behavior (Ross & DeJong, 2008; Sutfin et al., 2009). This project focuses on the students who are at jeopardy to be removed from their institutions. One behavior that often qualifies as justification for removal from on-campus housing or from the institution entirely is the use of illegal drugs which have become increasingly prevalent. Although there is a wide range of student exposure to drugs, one study revealed that one third of people who choose to smoke marijuana began using the drug in college (Gledhill-Hoyt, Lee, Strote, & Wechsler, 2000). Many researchers have hypothesized why some college students are more likely than non-students around the same age to use drugs, primarily focusing on the use of alcohol while under the age of 21 (Baer, 1994; Ross & DeJong, 2008; Sutfin et al., 2009). Yet, limited research exists

regarding illegal drug use among college students, especially outside of the most used drug on college campuses, marijuana (Core Institute, 2012). While the ultimate goal of higher education is to retain and graduate their students, it is a common philosophy for universities to place value on keeping their students safe and healthy throughout their educational experience. Illegal substance use threatens those values and goals of the educational institutions by affecting the learning process, missed lectures and assignments leading to lower grades, class disruptions and dangerous behavior (Kavutha, (2015). Complete eradication of drug use on college campuses is unrealistic. However, campus culture can be improved by creating an environment of support such as targeted programming, community support, and incorporating a restorative sanctioning approach to reduce recidivism towards students who violate drug and alcohol standard.

Students' use of illegal drugs is currently understudied due to the participant group being a vulnerable population from sensitive information needed related to the topic of drug use. Collecting qualitative research from students who have withdrawn or been suspended or expelled poses a significant challenge since educational institutions must maintain a level of confidentiality for present and past students. As a result, further research is necessary in this area to analyze university conduct processes and their effectiveness. Due to the negative health effects and the illegal nature of illicit drugs, there is often an associated stigma from the general society (Palamar, Halkitis & Kiang, 2013). Even though institutions do their best to remain unbiased and support their students no matter what decisions they make during their time at school, it is curious as to if students that are caught using drugs and go through the conduct system feel judgment or bias from staff that adjudicate their cases. Yet, do students care that the conduct system even exists, or do they learn from moving through it to minimize or eliminate future use of illegal drugs and/or future violations? This information would be useful in the development of

programs, sanctions and conduct staff trainings at the university. This project may contribute towards the removal of perceived bias among professional staff and create a greater sense of educational culture and enhanced pedagogy within student affairs by tailoring each sanction to the individual through various mediums (e.g. commonalities between the student and a paired mentor, options for reflection presentation and student choice of campus engagement requirements).

CSU Channel Islands Current Substance Use Assessment

CSU Channel Islands (CI) is a medium-size, public, four-year, liberal arts comprehensive, Baccalaureate Degree granting institution designated as a Hispanic Serving Institution (CI Viewbook, 2016). Fifty-six percent identify as being a first-generation college student of the approximately six-thousand students who attend CI. A total of sixteen hundred students reside in campus housing while the majority of students commute to campus from the surrounding county. According to the Housing and Residential Education's (HRE) CI Resident Handbook (2015), drug use in the residence halls constitutes removal from housing for the academic year on a first-time offense. CI serves as the location for this project proposal to revise the administrative sanction for marijuana while deterring illegal drug use on the campus through a required seminar course as an educational sanction. CI's mission statement strives to graduate their students as a priority and supporting students through restorative versus punitive sanctioning can assist in reaching that goal.

There are some assessment organizations and data compilation services that assess substance use on college and university campuses such as EverFi, a prominent educational assessment instrument, yet even this organization still has minimal development surrounding assessing illegal drug use on college campuses. Alcohol Edu is a campus assessment tool

through EverFi that CI has contracted to use for the past nine years for the on-campus housing students and incoming freshmen to track alcohol and drug use among the campus' housing students. The company compares national data to CI. This data will contribute to the project proposal by reviewing past use increases and decreases as well as existing data sets surrounding the student population attending the university. Research on the topic of illegal drugs, excluding prescription drug abuse, could contribute towards drug studies on college campuses.

Additionally, increased research could lead to the creation of a new sanction for marijuana and repeat offenses. New sanction creations may inspire other college campuses to review their violation statistics and propose revisions to their current conduct sanctioning processes in an effort to be more restorative and developmental in their approaches.

Ideally, campus staff and administrators working in higher education, especially in the residence halls or on-campus housing, would learn what forms of educational programming or event productions need to occur in order to discourage or educate students about illegal drug use. In regards to the academic and judicial standing of the student, it will be important to identify what influences the choice to bring drugs into the residence halls and on a university campus. This information would help campus staff to reduce the presence of drugs on campus, increase students living in housing, and potentially contribute to improved retention and lower recidivism at the university. By continuing to compile information regarding illegal student drug use, both narcotics and prescription, the campus staff could improve the effectiveness of interventions that could lead to better support for the health and wellbeing of the university students.

The question that this project will address is:

Would an educational sanction course increase retention of students who violate CI Housing Community Living Standards?

Chapter 2: Literature Review

In the fall of 2014, approximately 20.2 million people were enrolled in degree granting postsecondary institutions (NCES, 2015). Data were collected by the National Center for Educational Statistics (NCES), Common Core Data (2015) from fall of 1990 through fall of 2011 and used to project future numbers to the year 2023 of student attendance status and demographic information. Within this data set, Snyder and Dillow (2015) reviewed and predicted the growth of enrollment at postsecondary institutions which speculated to have 21 million students attending an American college or university resulting in a 5.7 million increase since the year 2000 as evidenced in Table 1.

Table 1

Enrollment in educational institutions, by level and control of institution, enrollment level, an attendance status and sex of students: Selected years, fall 1990 through fall 2023

Institution statistics, enrollment level, and attendance status and sex of student	Actual				Projected											
	1990	2000	2010	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Degree-granting post-secondary institutions	13,819	15,312	21,019	20,643	20,376 ^a	20,255	20,234	20,486	20,925	21,330	21,630	21,859	22,168	22,511	22,881	23,135
Under-graduate	11,959	13,155	18,082	17,732	17,475 ^a	17,322	17,280	17,472	17,823	18,156	18,404	18,591	18,843	19,119	19,423	19,640
Full-time	6,976	7,923	11,457	11,098	10,938 ^a	10,966	10,904	11,033	11,261	11,463	11,601	11,708	11,857	12,019	12,211	12,345
Part-time	4,983	5,232	6,625	6,635	6,536 ^a	6,356	6,376	6,439	6,562	6,693	6,804	6,883	6,986	7,100	7,211	7,295
Male	5,380	5,778	7,836	7,714	7,660 ^a	7,466	7,446	7,490	7,612	7,745	7,836	7,898	7,998	8,113	8,236	8,330
Female	6,579	7,377	10,246	10,019	9,815 ^a	9,855	9,834	9,982	10,210	10,412	10,569	10,692	10,845	11,006	11,187	11,310
2-year	5,240	5,948	7,684	7,164	6,969 ^a	7,009	7,011	7,090	7,235	7,378	7,487	7,562	7,664	7,782	7,907	7,996
4-year	6,719	7,207	10,399	10,568	10,506 ^a	10,313	10,269	10,381	10,587	10,778	10,917	11,029	11,179	11,337	11,516	11,645
Public	9,710	10,539	13,703	13,474	13,347 ^a	13,245	13,221	13,366	13,633	13,890	14,083	14,225	14,418	14,631	14,863	15,029
Private	2,250	2,616	4,379	4,259	4,128 ^a	4,077	4,059	4,106	4,189	4,266	4,321	4,365	4,425	4,488	4,560	4,611
Post-baccalaureate	1,860	2,157	2,937	2,910	2,901 ^a	2,933	2,953	3,013	3,102	3,173	3,225	3,268	3,325	3,391	3,458	3,495
Full-time	845	1,087	1,630	1,639	1,659 ^a	1,698	1,710	1,749	1,804	1,842	1,866	1,888	1,917	1,953	1,991	2,007
Part-time	1,015	1,070	1,307	1,271	1,242 ^a	1,234	1,243	1,264	1,298	1,331	1,359	1,381	1,408	1,438	1,467	1,488
Male	904	944	1,209	1,205	1,201 ^a	1,260	1,271	1,293	1,329	1,360	1,382	1,399	1,424	1,454	1,483	1,500
Female	955	1,213	1,728	1,705	1,700 ^a	1,673	1,682	1,720	1,773	1,813	1,843	1,869	1,901	1,937	1,975	1,994

Note. Date is in the thousands. Postsecondary data for 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. Adapted from "U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), State Nonfiscal Survey of Public Elementary and Secondary Education, 1990-91 through 2012-13; Private School Universe Survey (PSS), 1995-96 through 2011-12; National Elementary and Secondary Enrollment Projection Model, 1972 through 2024; Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Survey (IPEDS-EF:90-99); and IPEDS Spring 2001 through Spring 2014, Enrollment component." Copyright 2015 by the National Center of Education Statistics.

^aData are actual

Over the last 26 years, enrollment has steadily increased and continues to grow each year. As enrollment increases, it is imperative that higher education institutions understand the student population demographics and address areas that increase student retention.

Factors that impede graduation from a postsecondary institution can include consistently low grades resulting in probation or removal from an institution, personal reasons such as family emergency or personal health deterioration, behavioral transgressions including violating the institution's code of conduct, and more. Several studies have been conducted on the topic of alcohol use (e.g., Baer, 1994; Barnett et al., 2014; Chiauzzi, DasMahapatra & Black, 2013; Leinwand, 2007), and more recently a multitude of new studies are focused on illegal use of prescription or pharmaceutical drugs (e.g., Arria, 2008; Arria, Caldeira, Vincent, O'Grady & Wish, 2008a; Franke et al., 2011; Maier, Liechti, Herzig & Schaub, 2013). With prevalent research surrounding prescription drug abuse and alcohol abuse, there are minimal findings surrounding illegal drug use such as marijuana, cocaine, etc. Previous research reveals that illegal drug use is occurring on college campuses (Sim, Jordan-Green, Lee, Wolfman, Jahangiri, 2005; Mohler-Kuo, Lee, & Wechsler, 2003; Yusko, Buckman, White, & Pandina, 2008; Palmer, Rounsaville, McMahon, Ball & Moreggi, 2012), yet rationale, types of drugs used, and impacts to the campuses are minimal. Since drug use is often a violation of campus rules, also referred to as the Code of Student Conduct, the use of illegal drugs has the potential to contribute towards the removal of students from higher education institutions thus obscuring the ultimate goal of most students in pursuing a postsecondary education.

When analyzing drug use among undergraduate students, the reason as to why these drugs are being used is confirmed from the surveyed populations. Previous findings indicate that emotional stress from the transition from high school into college is a contributing factor,

resulting in an increase in drug use (Fromme, Corbin, & Kruse, 2008). Due to transitional periods potentially correlating with high-risk, the younger student populations would be at increased risk versus the older students in a university setting regarding illegal drug usage. With the enrollment numbers of degree-granting postsecondary institutions on the rise (NCES, 2015), the likelihood is that illegal drug use will increase proportionately.

Previous literature surrounding undergraduate populations at universities may help discover the quantity and frequency of illegal drug use, as well as explore demographic information to pinpoint what characteristics students who use illegal drugs in the postsecondary education setting have in common. Illegal drug use holds negative health consequences for the student and could jeopardize their student status if held accountable by their institution's conduct system. The accountability held to the student could result in disciplinary action and possibly removal from their schools "during the high school college transition" (White, Labouvie, & Papadaratsakis, 2005). Depending on the type of consequences associated with specific violations, it can be called into question whether the resulting punishment is a deterrent to those participating in risk-taking drug-related behaviors.

Kohlberg's Theory of Moral Development

Dannells (1997) identified a few clusters of theories that can be applied to the student conduct and judicial setting including the following: "identity development theory of Chickering (1969) and Chickering and Reisser (1993); the moral development theories of Kohlberg (1969), Gilligan (1982) and Rest (1979); the intellectual and ethical development model of Perry (1970) and involvement theory by Astin (1985)" (p.81). This project incorporates Kohlberg and Hersh's adapted theory (1977) from Kohlberg's (1969) original theory and defines the theory more thoroughly. Kohlberg and Hersh developed a theory of moral development (1977) based upon

the concept of morality and ethics developing in education institutions and the lack of acknowledgment and research towards this concept. Kohlberg and Hersh’s theory of moral development analyzes stages of student growth during their transition into college and increases understanding of risk taking and drug use within higher education.

Kohlberg and Hersh (1977) defined moral stages where consistency of moral judgment, one-way progression through stages relevant to all cultures, and comprehensive of the most advanced stage create a structure applied to an individual’s reasoning. Kohlberg and Hersh (1977) theory derived from Piaget’s theory (1932) of moral development, addressed knowledge and values related to ethical approach, yet did not “[represent] the transformations that occur in a person’s form or structure of thought” (Kohlberg & Hersh, 1977, p. 54). The three stages consist of the following: 1) pre-conventional; 2) conventional; and 3) post-conventional, autonomous or principled levels. Each level consists of substages containing characteristics that contribute to the theory of moral development, see Figure 1.

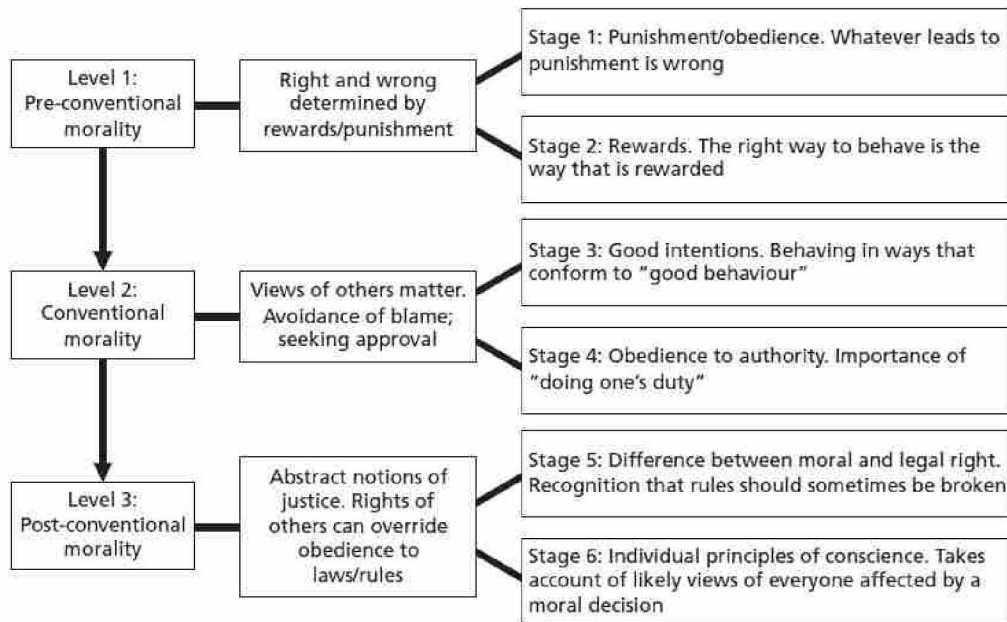


Figure 1. Theory of Moral Development (Kohlberg & Hersh, 1977)

Kohlberg and Hersh (1977) described the preconventional stage as the understanding of good and bad, right and wrong, knowledgeable of their environment's rules, and understands penalties for certain actions. Described in two stages, the first summarizes the consequence is related to physical punishment and the individual makes effort to avoid this without understanding the value associated with the wrongdoing or punishment. The second stage is correlating action to the benefits one receives otherwise associated with reciprocity, "you scratch my back and I'll scratch yours" (p. 55).

Peer influence and familial expectations factor into the conventional level where effort is provided to maintain social order and social acceptance or conformity (Kohlberg & Hersh, 1977). Kohlberg and Hersh highlight the two stages within this level with the first incorporating value of good deeds or pleasing behavior to justify behavior and the latter of knowing and following order, respecting authority and applying concern for "law and order". As development continues, one progresses towards the third and final stage.

Postconventional, autonomous, or principled level contains two stages that highlight the ability to comprehend moral values despite what law or society dictates as correct. Kohlberg and Hersh (1977) emphasize socialized understanding of what is right is connected to personal rights of an individual. This level is where personal opinion is attributed. Finally the "universal-ethical principle orientation" concludes the last stage of the third level where personal ethics are formed and followed such as "universal principles of justice, of the reciprocity and equality of human rights, and of respect for the dignity of human beings as individual persons" (Kohlberg & Hersh, 1977, p. 55). Due to the developmental level of first year students, freshmen or transfers, it is likely that illegal drug use and substance experimentation may occur especially if the student is

in level one or two. Many students entering college establish their personal opinions and ethics through their college experience.

According to multiple studies (Ross & DeJong, 2008; Sutfin et al., 2009), risk taking and drug use has increased during the transition to college. Research on brain development in adolescents and young adults discern the need for students to seek new experiences and change behaviors exhibited in adolescence due to maturation instead of the sole age of the individual (Martin et al., 2002). Kohlberg and Hersh's theory focuses on young adults which can be fluidly applied to student behavior, illegal drug use, and social influences.

Who Is Using?

Students pursuing postsecondary education are the highest risk population for illegal drug usage (Franke et al., 2011; Greely et al., 2008; Maher, 2008; Arria et al. 2008b, NCES reports female attendance is expected to be the majority in the college setting at 12 million in the fall of 2014 compared to 9 million males. With college attendance increasing this could be an incentive to understand drug use in the residence halls with college freshmen in order to better prepare for a potential increase in the current use found in studies today. Illegal substance use has increased throughout the recent years due to increased availability of specific drugs according to the World Drug Report (2005).

Among millions of students attending American colleges and universities, a few studies found that marijuana use was more frequent among white males and that whites are also associated with more frequent physical exercise than non-whites (Buscemi, Martens, Murphy, Yurasek, & Smith, 2011; Johnston, O'Malley, Bachman, & Schulenberg, 2012). An additional study agreed that white students are more likely to use illegal substances and consume alcohol

than minority students and a lower rate of substance abuse exists at historically black colleges (Leinwand, 2007).

Half of all full-time college students (3.8 million) binge drink, abuse prescription drugs and/or abuse illegal drugs. Almost 1 in 4 of the nation's college students (22.9%, some 1.8 million) meet the medical criteria for substance abuse or dependence, 2.5 times the proportion (8.5%) of those who meet the criteria in the rest of the population (Califano, 2007, para. 3).

Alcohol use has been linked to illegal drug and substance abuse. Some studies establish a correlation between high rates of alcohol consumption and drug use, finding that the reason students are more likely to use drugs in those situations is because the act is viewed as more acceptable and meeting the "norm" of their peers (Baer, 1994). Due to high prevalence of alcohol use in the media it appears to be more acceptable for society to embrace this type of substance use. One might correlate the intent to alter thoughts and emotions through alcohol use as similar to various types of illegal drug use. As previously mentioned, high consumption rates of alcohol are signifiers that the person may be using other drugs, however, this is not typically seen among women in college (Chiauzzi et al., 2013). Since 1993, the degree of drinking to the point of causing physical harm to the body has increased with a few of the following examples: Drinking 3 or more times within a two week period is up by 16%; consuming 10 or more drinks in one day is up by 25%; experiencing intoxication to the level of 'drunk' 3 or more times in one month is up by 26%, and more and more students that are consuming alcohol with the purpose of getting drunk is up by 21% (Califano, 2007).

Additional research shows that 22.9% of students are dependent on drugs and alcohol compared to the 8.5 % found within the general public age 12 and up (Leinwand, 2007). These

numbers have continued to rise suggesting that there may be future increase in illegal drug use on college campuses. Nonprescription drug use has increased from 3.8 million Americans in 2000 to 7 million Americans in 2006 with the main drugs used being opioids, stimulants and depressants (Rozenbroek & Rothstein, 2011). Increases in prescription drug use have been said to occur due to easy accessibility of these drugs since they can be found in the home in medicine cabinets or passed around between friends resulting in drug use starting in high school aged students (Rozenbroek & Rothstein).

What Types Of Drugs Are College Students Using?

One third of people that choose to smoke marijuana begin use in college (Gledhill-Hoyt et al., 2000). In 2012, marijuana was deemed to be the “most frequently used drug on college campuses” (Core Institute, 2012, p. 1). According to the National Center on Addiction and Substance Abuse (CASA), marijuana use has increased dramatically (Drugs Commonly Abused by College Students, 2015). The abuse of prescription drugs has been rising and is potentially the most prevalent form of drug use following alcohol and marijuana (Arria, 2008; Johnston et al., 2012). While alcohol, marijuana, and prescription drugs have been studied, there is limited research surrounding other illegal drugs such as acid, ecstasy, and heroin.

The University of New York conducted a study with 900 undergraduate students comparing student usage and non-usage of hallucinogenic mushrooms and found that this form of drug was not typically viewed as harmful by those that had used it but very harmful by non-users (Hallock, Dean, Knecht, Spencer, & Taverna, 2013). With the population that did use hallucinogenic mushrooms, they reported using other illegal drugs. This same group that used hallucinogenic mushrooms had a positive view of those that used illegal drugs more frequently

versus having a negative view of increased use. This could be related to a connection of hobbies for others that use drugs as the individual does resulting in peer relatability.

Mohler-Kuo et al. (2003) conducted a study of 119 four-year, degree-granting colleges/universities where drug use was reviewed in terms of lifetime prevalence and age of usage. Tables 2 and 3 provide detailed information regarding numbers and statistical significance.

	Lifetime prevalence	Age of first use	Age of last use ^a
Substance	Percent (SE)	Mean Age (SE)	Mean age (SE)
Alcohol	97.0% (0.5)	16.4 (0.1)	-
Males	96.2 (0.8)	15.4 (0.2)*	-
Females	97.8% (0.6)	17.4 (0.1)*	-
Tobacco	75.7% (1.3)	16.5 (0.2)	25.8 (0.6)
Males	76.6% (1.9)	16.4 (0.2)	26.4 (1.0)
Females	74.9% (1.8)	16.6 (0.2)	25.4 (0.8)
Marijuana	58.3% (1.5)	16.6 (0.1)	26.5 (0.4)
Males	64.5% (2.1)*	16.2 (0.2)*	27.5 (0.6)*
Females	52.6% (2.1)*	17.1 (0.2)*	25.5 (0.6)
Cocaine/Crack	29.9% (1.4)	23.6 (0.3)	31.1 (0.5)
Males	35.1% (2.1)*	23.6 (0.4)	31.6 (0.6)
Females	25.1% (1.8)*	23.6 (0.4)	30.7 (0.7)
Heroin	7.6% (0.8)	25.3 (0.8)	30.7 (0.9)
Males	9.7% (1.3)*	24.9 (1.0)	30.8 (1.1)
Females	5.6% (1.0)*	25.8 (1.2)	30.6 (1.4)

^a Age of last use is among those users who had not used in the past 12 months

* Significant gender differences at $p < .05$ based on t-test comparisons.

Table 3

Changes in Past 30-day Use of Marijuana, by College Characteristics

Characteristic	Prevalence				Significance (01 vs 93)
	1993 (n = 15,282)	1997 (n = 14,428)	1999 (n = 13,954)	2001 (n = 10,904)	
Total students	12.5	15.9	15.7	16.9	<i>p</i> < .001
Gender					
Female	11.0	14.2	13.4	15.0	<i>p</i> < .001
Male	14.1	17.8	18.3	19.2	<i>p</i> < .001
Ethnicity					
Non-Hispanic	12.5	16.3	16.0	17.0	<i>p</i> < .001
Hispanic	12.8	12.4	13.1	14.7	<i>ns</i>
White	13.8	17.2	17.3	18.5	<i>p</i> < .001
Black/African American	4.7	12.3	11.3	10.3	<i>p</i> < .001
Asian/Pacific Islander	5.3	8.8	7.5	10.5	<i>p</i> < .001
Other	14.6	15.1	15.3	15.3	<i>ns</i>
Age (y)					
< 21	13.8	18.1	17.7	18.3	<i>p</i> < .001
21–23	12.3	15.5	15.5	16.7	<i>p</i> < .001
≥ 24	8.9	9.7	10.1	12.2	<i>p</i> < .01
School year					
Freshman	13.5	18.7	18.3	18.4	<i>p</i> < .001
Sophomore	14.2	16.8	16.8	17.7	<i>p</i> < .01
Junior	11.5	15.9	14.9	16.3	<i>p</i> < .001
Senior	11.2	13.0	13.6	15.5	<i>p</i> < .001
Residence					
Residence hall	13.3	16.9	16.7	17.8	<i>p</i> < .001
Nonsubstance free	14.6	19.0	18.4	19.9	<i>p</i> < .001
Substance free	7.2	8.7	10.9	13.3	<i>p</i> < .001
Fraternity/sorority	21.2	23.6	24.6	29.0	<i>p</i> < .001
Off campus	11.6	15.1	15.5	16.0	<i>p</i> < .001
Off campus without parents	14.4	17.4	17.8	18.7	<i>p</i> < .001
Off campus with parents	7.4	9.2	8.5	9.9	<i>p</i> < .01
Fraternity/sorority member	17.1	19.5	18.8	20.4	<i>p</i> < .05

Characteristic	Prevalence				Significance (01 vs 93)
	1993 (n = 15,282)	1997 (n = 14,428)	1999 (n = 13,954)	2001 (n = 10,904)	
Noncommuter	13.1	16.6	16.3	17.3	<i>p</i> < .001
Commuter	9.1	11.2	12.3	14.2	<i>p</i> < .001
Less competitive	11.8	14.9	14.6	16.1	<i>p</i> < .001
Very/highly competitive	13.7	17.5	17.1	17.8	<i>p</i> < .01
Small < 5,000	11.2	15.3	15.3	16.5	<i>p</i> < .001
Medium 5,001–10,000	11.9	16.0	16.6	16.6	<i>p</i> < .01
Large > 10,001	13.2	16.1	15.5	17.3	<i>p</i> < .001
Private	11.7	15.2	16.5	17.0	<i>p</i> < .001
Public	12.8	16.2	15.4	16.8	<i>p</i> < .001
Northeast	16.2	19.0	20.6	21.2	<i>p</i> < .01
South	10.6	14.9	13.2	15.1	<i>p</i> < .001
North Central	11.8	14.6	14.9	15.9	<i>p</i> < .001
West	12.1	15.8	15.6	16.4	<i>p</i> < .001
Nonreligious	12.7	16.2	16.0	17.3	<i>p</i> < .001
Religious affiliation	10.7	13.6	13.4	14.2	<i>ns</i>
Suburban/urban	11.9	15.2	15.5	16.6	<i>p</i> < .001
Rural/small town	13.7	17.2	16.3	17.7	<i>p</i> < .05

Note. Ns=not significant

Through a distributed survey, it was revealed that 1 in every 20 students used illegal drugs within 30 days of taking the survey. One in 7 used marijuana presently and of that use only 1% strictly used illegal drugs whereas the rest of those that used drugs accompanied use with alcohol and/or tobacco products (Mohler-Kuo et al., 2003). Referencing Table 3 and 4, illegal drug use has increased 2% from 1993 to 2001 with the exception of amphetamines, LSD (Lysergic acid diethylamide), and PCP (Phencyclidine). By 2001, 30 % of the college students that took the survey stated they had used marijuana (Mohler-Kuo et al., 2003).

Marijuana use has doubled in the student population since the 90's, cocaine and heroin has increased by 52% and abuse of prescription drugs has drastically increased (Califano, 2007; Drugs Commonly Abused by College Students, 2015). "Percocet, Vicodin and OxyContin is up by 343% to 240,000 students; stimulants like Ritalin and Adderall, 93% to 225,000; tranquilizers like Xanax and Valium, 450% to 171,000; and sedatives like Nembutal and Seconal, 225% to 101,000" (Califano, 2007, para. 5). Table 2 refers to a study conducted displaying a comparison of two years listed and the prospective percentage of college students that used a specific type of drug.

According to one article (Hallock et al., 2013), the most recent survey that was conducted regarding hallucinogenic mushrooms occurred in 2011. The study was conducted at a small private college with usage at 29.5% and referenced another study conducted in 1985 in the University of California (UC) and California State University (CSU) systems of usage being at 14.8%. There has not been a contemporary look into the usage of hallucinogenic mushrooms and from other articles this topic seems to not have been studied of late in the California public school system (Hallock et al., 2013). Voluntary participation was representative in several studies and could affect the results as well as the university populations that have been the focus

of the studies conducted. For example, a small private college might not have the same student behavior or demographics compared to a large public institution. This can be seen further in the study on hallucinogenic mushrooms where nearly half of the participants declined to participate which could have led to the results of the study being skewed (Hallock et al., 2013). However, even if the study is not representative of the population recruited to participate in Hallock et al., (2013) research, it could still provide some insight as to speculation of drugs used and the “why” factor.

Why Are College Students Using?

Califano (2007) suggested that parent involvement has a correlation with young adult drug use due to additional support given to students from their parents to drink. This support is often seen in purchasing or giving alcohol to their child when they start college referring to drink the “college experience” or as an effort to bond with their peers/roommates by “breaking the ice.” Parents doing this are encouraging drinking behaviors but may not realize they be creating an environment that could lead to drug use. Califano (2007) commented that drinking and drug use occurred in high school with three fourths of college students rather than beginning in college. Although alcohol consumption is not the focus area of this literature review, it is important to note that multiple studies link alcohol use with drug use in college.

In addition to parent involvement, research highlights parental attachment as a contributing factor towards illegal substance use, particularly with African Americans (Biafora & Zimmerman, 1998; Ensminger, Juon, & Fothergill, 2002; Fothergill & Ensminger, 2006). Transitioning into a postsecondary institution can be associated with a high amount of pressure especially from family members or guardians. This stresses experienced by students to meet high expectations in college creates an environment for tension release through illegal drug use

(Eckhardt, Bachmann, Marti, Rüttsche, & Telser, 2011). One study discovered that low levels of education of the parent or guardian, lower socioeconomic occupations, and single parent households were contributing dynamics to predicted illegal drug use (Rutter, Giller, & Hagell, 1998). While family dynamics influence substance use, the mother's use of a substance (e.g. cocaine and heroin) increases a child's illegal drug use (Elaine, Kerry, & Heather, 2008). Often times, family is not scrutinized closely in regards to a student or child's illegal drug use, however, further research is need in this area.

An additional factor that may influence alcohol and drug use is a student's involvement in "Greek life" and Greek organizations, as well as traditions of hazing (Drugs Commonly Used by College Students, 2015). Research has revealed that members of Greek organizations consumed alcohol on a daily basis and are often encouraged by their peers to do so, whereas off campus living viewed this behavior in a more negative light (Baer, 1994). Perkins and Berkowitz (1986), highlighted that peer influence was a huge factor in illegal drug use and related it to social acceptance that was often a common need present among college freshmen.

Looking into Greek life there could be speculation in false reporting due to the ramifications being very high (Baer, 1994). The possibility of false reporting can affect the results of the prior studies. As mentioned previously, the drugs being used are illegal and conducting a study on a college campus where there are additional consequences through the conduct office within Housing and the Dean of Student's office in addition to potentially federal or state violations through the law could all be strong deterrents for collecting this information. Although it may be difficult, the possible results can be very telling as to what is going on within university freshmen housing populations and what efforts can be made to meet and address student developmental needs.

As referenced earlier, the college transition from high school can be very stressful and has been seen to be related to drug use (Fromme et al., 2008). Additional research discusses how often a student is exposed to marijuana use or prescription medications can be related to whether they begin using the drug or not (Arria et al., 2008a). According to Ross and DeJong (2008), people who continue to use marijuana over the course of future semesters are more likely to continue use if their peers are using alongside them. In addition, there were some studies that took into account the physical response from the body with the use of some drugs, and a study by CASA revealed students used drugs or consumed alcohol in order to “relieve stress, relax, have fun, forget their problems and be one of the gang” (Califano, 2007, para. 9). One study found that illegal drug use was sometimes pursued for cognitive performance enhancement to succeed in academics rather than used solely for mind altering recreational purposes (Maier et al., 2013). While the debate of why students use illegal drugs continues, one study discussed the idea that drugs were used to feel good, whereas another study stated that curiosity was the primary factor for drug use (Rozenbroek & Rothstein, 2011). Knowing that drug use seems to begin during the transition to college or right at the beginning in college, it is possible media may influence peer pressures and peer use in addition to the other factors mentioned.

Elaine et al. (2008) conducted a study in an urban city and findings indicated gender was a key predictor of the timing of initiation and prevalence of substance use. In closer relation to urban living, African American individuals who remained in urban areas were more likely to use illegal drugs by 32 years old than if they had moved away from the urban environment (Ensminger, Anthony, & McCord, 1997). In addition to seeking out peer relationships, self-image is a huge factor to fitting in and some drug use may be to target weight concern, to combat the “Freshmen 15”, even if the drugs could be harmful to their health (Drugs Commonly Abused

by College Students, 2015). Peer influence is suspected to be a significant variable in relation to illegal drug use.

Further review of literature addressed substance use, peer influence and exercise. A study (Barnett et al., 2014) proposed that the amount of exercise a person does may decrease drug use. Although this was supported with athletes choosing to decline illegal drug use, there was no significance whether or not this is a determinant factor. Evidence displays that physical activity among college students has declined (U.S. Department of Health & Human Services, 2008), yet this is not enough of a factor to predict drug use or non-use. Although exercise was inconclusive as to be a concrete deterrent for illegal drug use, peer influence was a significant deterrent to illegal drug (Barnett et al., 2014). Peer influence can be incorporated into educational programs to deter or prevent use and complement conduct sanction development. While there are a variety of studies regarding drug use, there is few that focuses on the student's reasons for illegal drug use (Maier et.al, 2013).

Conduct Sanctioning

Ultimately, universities aim to retain students from year to year and support student success. Lau (2003) states:

Students who are satisfied with the formal and informal academic and social systems in a college or university tend to stay in school. To the contrary, students who have negative interactions and experiences tend to become disillusioned with the college, withdraw from their peers and faculty members, and ultimately, the institution (p. 127).

When students violate campus or housing standards they go through a conduct process where professional staff meet with the student, determine responsibility, and assign sanctions which can range from reflections to community service to fines. It is important for university staff to always

make a student's experiences beneficial for their development and avoid causing negative reactions, especially in student conduct. Restorative justice is an approach that connects the action or violation to the community and emphasizes the impact the violator had on their environment (Handbook on Restorative Justice Programs, 2006). Campuses can adapt current sanctions that are educational in nature and more in line with restorative justice.

More and more universities, such as Clemson University, Guilford College, and Michigan State University, are adapting their current conduct process to involve more restorative justice. Lipka (2009a) highlights University of Michigan's practice where the university takes the concept of restorative justice and applies it to their conduct sanctions by requiring student offenders to attend conferences or hearings. Further in Lipka's article, she featured Anne Lundquist, Dean of Students at Wells College, in Aurora, NY, who stated these approaches are optional for the student if they chose not to go the route of a traditional sanction. Lundquist concludes these sanction efforts are often more intensive, may take longer, and decrease the number of repeat offenders (Lipka, 2009a). Colorado State also has an optional restorative justice sanction option where the professional staff conduct officers look for remorse to determine whether the student is a good candidate for this adapted sanction that requires the student's participation. Two variables important to retention efforts are academic and social integration (Tinto, 1993). A successful sanction program would incorporate both these elements.

Significance of the Current Project

Multiple studies of drug use in the college environment, specifically pertaining to college freshmen, have been conducted and although this is a fairly new area of study, the latest covered in this review had been published in 1986. Kohlberg and Hersh's theory of moral development can be helpful in the effort to explain why college students are engaging in risk taking and using

illegal drugs. The literature reviewed provides a good framework for typical reasoning why students are using drugs during their first year of college such as peer influence based on their need to feel connected, curiosity and risk taking that is at a high level during their freshmen year as well as the desire to use drugs to feel a physical response, such as relaxation. In order to contribute to this body of research, this project aims to support the on-campus environment and first-time marijuana and second-time alcohol use through a sanction program to increase campus retention.

This study is of particular interest to college campuses that have increasing alcohol and drug use among college freshmen when the law prohibits consumption to those under the age of 21 in the United States (FTC.gov, 2013). With laws surrounding alcohol use being seemingly ignored, it brings up questions surrounding law enforcement as a factor in decision making among college populations. When looking at the results of past surveys, and hypothesizing outcomes from future surveys, it is important to look into initiatives and actions that can be taken to decrease health risks of drug use among college freshmen. Living Learning Communities (LLC) are areas where students are assigned to live in close proximity to one another and with one another in on campus student housing while also sharing the same classes and/or major study area. The major role of these communities is to foster a sense of belonging and community within the residence halls while partnering with the educational component. Due to the proximity and community engagement piece, LLCs have been known to be helpful in deterring high risk drinking and drug use in residential halls and many often feature “substance free housing” which contributed to a decrease in damage costs and substance abuse health concerns brought up throughout the year (Lewin, 2005). Academic structure can also be an area to combat high presence of substance abuse by having classes every day of the week for the majority of the day

making it more difficult for students to utilize that time experimenting or using illegal drugs while being unsupervised. There are many different strategies to combat the issue, but the first step is to determine exactly what the problem is if there is one that exists.

Conclusion

Previous literature provides a framework to understand various population demographics that are at risk of using illegal drugs within the college setting. White males are the typical population associated with illegal drug use in the college and university environment (Buscemi et al., 2011; Johnston et al., 2012). Understanding who is using drugs is important since it allows the opportunity to reach out to those populations with drug education as well as use prevention. Utilizing previous literature on populations will suggest which populations and demographics may be using at California State University (CSU) Channel Islands.

In order to better address the issue of drug use in the university setting, especially with college freshmen, it is important to know which drugs are being used. Marijuana has become the most popular drug used among college students and its use continues to increase dramatically (Core Institute, 2012; Drugs Commonly Abused by College Students, 2015). Prescription drug use is steadily rising and has been predicted to become the most common form of drug use (Arria, 2008; Johnston et al., 2012). Once establishing the demographics and drugs used, it is vital to understand why students are using illegal drugs in college. Peer acceptance, stress relief and curiosity have been found to contribute to student drug use (Califano, 2007; Rozenbroek & Rothstein, 2011). Previous literature addresses alcohol and non-medical prescription drug use, however there is little about illegal drugs outside of marijuana.

The next chapter defines restorative justice and university sanction programs further, as well as presents a sanction program to possibly be adopted by CI's conduct departments.

Reflecting back to chapter 1, the next chapters will attempt to address the project question:

Would an educational sanction course increase retention of students who violate CI Housing Community Living Standards?

Chapter 3: Process

Current Practices

As highlighted in Chapter 2, CSU Channel Islands' (CI) current practice in student housing is to remove students after the first-time drug offense and removal at the end of the semester for a second-time alcohol offense from on-campus housing. As a result, CI removes approximately 15 students per academic year from the residence halls and approximately one-third are subsequently, depending on the severity of the offense, suspended from the University. This current project was conceptualized as the principal investigator, Assistant Coordinator of Residential Education in on-campus housing, witnessed the disciplining and removal of multiple students, most of whom were first-year freshmen. These students' behaviors were primarily marijuana violations, which had been their first housing violation.

In 2014, 14 students were removed from housing, 10 were freshmen; in 2015, 8 students were removed from housing and 6 were freshmen (Housing Conduct Files, 2016). CI's mission places "students at the center of their educational experience" and emphasizes graduating its students in hopes to continuously increase the campus retention rate. The freshman, first-year students, are a vulnerable population in need of additional support. In order to address the concern that the established policy of dismissal of students from their housing accommodations for first time drug offenses could be negatively affecting CI's retention rate and negatively affecting a student's academic and work related futures, the CORE (Connection, One's Self-Awareness, Reflection, Engagement) program is being proposed in this project.

Other University Practices

Utilized in a number of campus conduct sanctioning processes, "student-conduct administrators around the country hail restorative justice as the next big thing" (Lipka, 2009a, p.

36). Higher education campus practices in the judicial sector are offering programs that incorporate a “blend of mediation and restitution” (p. 37) within the scope of restorative justice (Lipka 2009a). As modeled by Dahl, Meagher and Velde (2014), a program was implemented within the scope of restorative approaches to be an option for students to remove a violation from their record. Restorative practices are created to prevent further harm from affecting the community (CACEJ.org, 2015). For example, University of Michigan allows students to attend conferences instead of hearings, which embrace the experience of reflecting on the violation and impact towards others as well as participate in mediations and various restorative justice practices (Lipka, 2009a). As a result of Michigan’s practices, three quarters of 400 cases were resolved by restorative justice in 2007-2008 (Lipka, 2009b).

At Clemson University, restorative justice is used in a community of 750 students where conferences are provided for a chance for students that violated an established university policy to meet and reflect on their actions with a panel of their peers (Lipka 2009b). Among other universities, the University of Colorado at Boulder (UCB) works with more restorative justice cases than any other college in the country (Lipka, 2009b). In the 2007-2008 academic year, UCB had 349 campus cases; however, within those cases any community violations were cleared if a fee is paid and the student participates in a restorative justice conference (2009b). CSU Long Beach developed a three step program for alcohol and drug law violations where the campus health center is involved and students are paired up with a counselor in a behavioral intervention session (CSULB, n.d.). As programs continue to be developed, the models potentially provide guidance for CI to revise their current sanctioning processes.

The University of Nevada Reno (n.d.) has developed several programs that address specific violations and tailor their sanctioning accordingly. This university highlights multiple

services and programs for substance use/abuse offered from the campus. Socializing 101- Social Behavior is a course provided to students found in the presence of alcohol and incorporates decision making, substance-free community involvement, goal setting and peer influence. Additional programs include SHIFT: Student High Risk Intervention for First Time alcohol violations and STEPSS: Substance Abuse Treatment; Educational Programs for Student Success, both of which demonstrate the complex restorative justice approaches that University of Reno has incorporated (UNR, n.d.). UNR also offers OnTRAC: Treatment, Responsibility, Accountability on Campus, an educational intervention geared towards assisting students that have multiple alcohol as well as other drug violations. Through the OnTRAC 12 to 16-week course, students develop an action plan, attend counseling, receive case management, participate in a physical well-being assessment and engage in a campus ride-along programs with the university police, where students ride in a squad car and shadow the shift of a police officer. Spending time with police officers on campus could increase exposure and potentially respect from the student for the officer. One study found that “students who respect the police are less likely to use drugs than students who do not respect the police” (Riley, 2012, p.85).

Other courses at University of Nevada Reno closely associated with substance abuse are modules such as BASICS: Brief Alcohol Screening Intervention for College Students, and CASICS: Cannabis Screening Intervention for College Students. BASICS is a program for students who received an alcohol violation requiring them to attend two meetings with a trained alcohol counselor and receive information to help with student safety, decision making and success. CASICS is very similar to BASICS with a replicated program model, but CASICS is targeted towards marijuana violations. BASICS is also used at Pennsylvania State University,

Columbia University, University of Southern California (Google, 2016, n.d.) and University of Madison, Wisconsin (Connections Counseling, n.d.).

At University of Madison- Wisconsin, students who violate their campus marijuana standard are required to participate in the CASICS and BASICS programs with a personal cost to the student of one hundred and twenty-five dollars (Connections, Counseling, n.d.). Both programs are nationally recognized, target males and females aged 19-22, involve two one-on-one sessions with a trained facilitator, and focus on the student's current use, personal values and beliefs, and incorporate an educational lens in the program approach (Blueprints, n.d.; Connections, Counseling, n.d.). While these modules could be effective for students with alcohol and marijuana violations, they are expensive to implement, costing an average of \$30,000 for small to medium-sized institutions. For universities with restricted fiscal resources, creation of their campus' own program may be equally, if not more effective due to increased involvement with staff in the creation and implementation phases.

The University of Texas San Antonio created their own sanction approach to a restorative justice sanctioning model called the E.P.I.C.: Engagement, Personal development, Interpersonal, and Community membership Journey Sanctioning Model (Fueglein, Price, Alicea-Rodriguez, McKinney, & Jimenez, 2012). Incorporating broad areas of student development, "this approach encompasses a holistic view of the student, rather than a myopic perspective of the student's conduct infraction" (Fueglein et al., 2012, p. 1). E.P.I.C. incorporates a targeted counseling approach, appropriate sanctions and connecting students that violated standards with campus mentors. The student is assessed at the beginning of their judicial process via an interview to determine a personalized path to "[transform] decision-making patterns" (p. 2). By supporting students through targeted efforts and reduced punitive approaches, "developmental discipline

embeds student development theory, creative sanctions, and learning outcomes into the policy-based discipline setting” (p. 2).

When developing E.P.I.C., the University of Texas San Antonio (UTSA) involved the following stakeholders to the table: administrators from housing, counseling services, health and wellness, university police, student activities, and student conduct, as well as housing live-in professional staff. Fueglein et al. (2012) described the standard students would be required to uphold under the following facets, Engagement, Personal development, Interpersonal, and Community membership all of which contribute to the UTSA sanctioning model.

Engagement is characterized by the level to which students participate in extracurricular life and their understanding of the significance of campus involvement. Personal development is measured by the ability to manage emotions, articulate values and goals, and access support systems. Interpersonal development is distinguished by accurate interpretation of others’ behaviors, cultures, and needs while balancing personal choices to achieve healthy, respectful interactions and relationships. Community membership is portrayed through the recognition and awareness of membership within one or more communities, identifying students’ role within communities, and grasping the impact their choices have in upholding community goals and values. (p. 3-4)

Assessment initiatives for the E.P.I.C. program have shown since 2008-2011, 97.7% of affected students felt they received a personalized experience in their conduct process and 79.2% of them felt the conduct process made a positive difference. The program outlines the following student learning outcomes:

As a result of participating in an E.P.I.C. Journey, students will

(a) develop an enhanced awareness of self

- (b) identify and utilize support networks
- (c) recognize their sanctions as a personalized journey
- (d) take an active role in their development
- (e) integrate their knowledge of self and community standards into healthy decision making patterns
- (f) reduce the discrepancies between their choices and their desire to succeed
- (g) articulate their willingness and confidence to change,
- (h) accept ownership over their college experience (2012).

In addition to set learning outcomes, E.P.I.C. incorporates the technique of motivational interviewing, practitioner training and collaborates with paired campus mentors on a regular basis. Motivational interviewing is a counseling technique that unveils conflicts between the students' values and behavior and connects this with the student's ability to and self-motivation to change (Miller & Rollnick, 2002). This method allows the student to become more aware of how their actions affect their surrounding community (Howell, 2005).

Additional strategies include what the E.P.I.C. program refers to as active and inactive sanctions, with inactive representing consistent standard sanctions like fines, probation, points, steps, and the like and active sanctions consisting of community service, essay reflections and meetings with staff. For CI, an inactive sanction is called an administrative sanction and an active sanction would best resemble housing's current practice of an educational sanction required with each responsible finding (CI Resident Handbook, 2015). The E.P.I.C. program takes the educational sanction efforts and tailors the program to the student's needs, resulting in their labeled "active sanction" (Feuglein, 2012, p.6). "Students are not successful when expectations are lowered; they are successful when practitioners understand why they fail to

exceed expectations. That change point is a catalyst for growth” (Fueglein et al., 2012, pg. 8).

The proposed project incorporates practices and strategies from the E.P.I.C. program and tailors these methods to address the unique challenges that CI students face in the disciplinary process.

Proposed Core Program

The proposed sanction program for the CI Housing and Residential Education office (HRE) proposes to alter the current administrative sanction of immediate termination of license for drug violations, specifically marijuana, and second-time alcohol violations (CI Resident Handbook, 2015). This initiative, named the CORE program, would incorporate Counseling and Psychological Services, Student Leadership Programs, Associated Student Incorporated, or other campus entities involved with programming and event planning efforts, and other related campus partners.

First, the proposed CORE program would require applicable students to be paired with a mentor on campus who would be any professional staff, faculty or administrative position on campus that has expressed interest in being partnered with a student completing this program. An email announcement would be distributed to all employees in the Division of Student Affairs (DSA) and an announcement would be made by a Housing professional staff member and conduct officer at a general division staff meeting regarding the opportunity for mentorship. The same communication would be conducted with Academic Affairs and the Academic Senate at CI. Once a mentor volunteers, they will be provided the most updated Resident Handbook, the most recent provided in Appendix A (2015) which outlines the rules in Housing. In addition, each mentor will schedule a 30 minute meeting with the Housing Conduct Coordinator or prospective Housing conduct officer to discuss motivational interviewing, purpose of mentorship and goals for the student participating in the process. Each mentor will complete a

Mentor/Mentee Matching Form (Appendix B) that will be used to link mentors with students they would be best suited for. In addition to the DSA, an announcement will be made to the academic senate seeking for volunteers who would be trained with the same module. The student would be required to meet with their mentor two times within a two month time span for at least 30 minutes per meeting. The mentor will be provided with a guide for the first meeting adapted from Match Icebreaker- Getting to Know Each Other, Youth Build USA (2014, retitled Sample First Mentor/Mentee Meeting Guide: Getting to Know Each Other (Appendix C). This guide will help guide the meeting and keep the purpose of the mentor/mentee relationship focused.

From the 2014-2015 academic year, there were 69 drug violators, 17 of whom were found responsible and of those, 14 were removed. During the same academic year, there were 157 alcohol violations, 90 were found responsible and 10 committed second-time alcohol violations, one of whom was removed. As of May 15, 2016, in the 2015-2016 academic year, there were 28 marijuana violations, 10 of who were found responsible and eight removed from housing. Regarding alcohol, there were and 80 violations, 56 of who were found responsible, 9 that were second time alcohol violations and no removals. It is the opinion of this principal investigator that these numbers would be reasonably accommodated by on-campus partners, especially if multiple campus employees are interested. Completion of the first section of this four part program would satisfy the Connection element of the CORE program.

Second, would be the element of One's Self-Awareness which would be tailored to the student to meet their needs. This element would incorporate an educational and personal approach using motivational interviewing techniques during the initial meeting with the student. The student would have the autonomy to decide whether to start with the discussion of the incident or personal characteristics. In this meeting the conduct officer will work with the student

to pinpoint their values, goals, and perspectives in relation to the violation, their potential impact and their own future trajectory with connection to personal objectives and ultimate elimination of illegal substance use. The “My Goals” sheet will be used, found in Appendix D, modified from the National Mentoring Alliance Community of Practice, Youth Build USA (2014). This initial meeting will satisfy the interaction and awareness need for the student’s development.

Thirdly, the student will be required to submit a reflection through written, artistic, visual or verbal presentation of the student’s learning, representing awareness of their impact and goals moving forward. The student will also need to include an organizational entity (e.g. Alcoholics Anonymous) that they would commit to researching further, within the local community to deter further substance use on campus and reflect on how they would bring this new resource into their current life. This educational opportunity will be more introspective than the other components of the program and connects to Kohlberg and Hersh’s (1977) theory of moral development. Often times when violations occur, misbehavior can be related to the student being torn between the conventional and postconventional stages where they are questioning authority and established rules. Each conduct officer will address the Reflection stage by incorporating an intentional and personalized approach for students who violate specific standards. Utilizing reflection and awareness to establish a relationship between personal actions and the community, as well as understanding personal values in relation to the student’s moral compass, will assist the student in guiding themselves through this theory to a higher stage of development, the later part of the postconventional stage.

The fourth and final element would be Engagement. Students would satisfy this area by volunteering their time towards a campus initiative to help with an event. The student will also attend at least one university club meeting, one campus event and one housing event within a

month time span. These focused areas involve the student in their peer community and assist the student in finding a student organization that interests them enough to attend the meeting and participate in campus activities through offered assistance and attendance. As previously mentioned in Chapter 2, peer influence was a leading factor in why students use illegal substances. Zullig, Young and Hussain (2010) discovered that peer connectedness and influence were primary factors in influencing substance use. Hirschi's (1969) theory stated a student's involvement in activities could reduce substance use due to being occupied with other activities. The engagement piece is designed to assist the student in making additional peer connection on campus and expose them to different avenues for enjoyment with peers.

The CORE program would begin in the HRE conduct process as a sanctioned practice that can be administered by all conduct officers. It is the opinion of this principal investigator that to fully organize, develop and adapt this program to CI's campus needs, would require the creation of a new staff position within housing, the Conduct Coordinator. The Student Conduct Coordinator within HRE promotes student development and maintains University standards through the creation and assignment of appropriate sanctions through the HRE conduct process. Until this position is filled, the current staff who serve as conduct officers will facilitate the One's Self Awareness stage. While not specifically outlined here, the student learning outcomes would resemble the components addressed within the E.P.I.C. program from the University of Texas San Antonio. The CORE program, although designed for first time marijuana and second time alcohol violations, could be used for any violation, tailored to the level of severity. An infographic in Appendix G displays the summary of the CORE Program including the general timeline the student would expect to follow. This program is designed to support students

through the conduct process to a greater capacity as previously exhibited, to reduce recidivism and to increase housing and campus retention.

Chapter 4: Implementation

Upon completion of the design for a sanctioned course for first time marijuana drug violations and second time alcohol violations, this project was presented in an audio/visual presentation to the required stakeholders at CI. These included Cindy Derrico, CI's Executive Director of Residential Education, who is responsible for the university's on-campus housing community of approximately 1,200 residents within four separate residence halls, 20 professional staff and 70 student assistants. Ms. Derrico is responsible for all policy approvals and procedure changes. The second stakeholder who attended the proposal presentation was Chad Fehr, the Director of Residential Education, who is responsible for supervising 6 professional staff members, and indirectly supervises 60 of the 70 student assistants. Director Fehr reviews and edits the Resident Handbook each year that outlines each Community Living Standard, the rules of housing, and the violations and sanctions assigned to each violation. The final audience member for the presentation included faculty advisor for this proposed project, Dr. James Martinez, faculty member in the School of Education. Prior to the meeting, the principal investigator met with Director Fehr to notify him of the project idea, and to schedule a meeting in the next month to present the sanctioned program. The meeting was delivered to the aforementioned stakeholders on May 19, 2016 at 4 p.m.

During the meeting, the principal investigator introduced the proposed project rationale, relevant literature including the theoretical basis, and then reviewed current procedures and sanctions provided for first time marijuana violations and second time alcohol violations. After the foundational elements were outlined, this principal investigator fully outlined the proposed CORE sanction program for applicable violations. A PowerPoint presentation handout was provided presenting Kohlberg and Hersh's Theory of Moral Development, applying substance

abuse literature with restorative justice practices and other research related to other campus sanction practices for conduct violations (Appendix E). In addition, a feedback form was supplied to each audience member (Appendix F) as well as a list of references. Upon conclusion of the presentation, the principal investigator offered the opportunity for questions and was provided substantive feedback that is outlined in the next chapter.

Chapter 5: Results

At the beginning of the presentation on the CORE program, the primary investigator provided each stakeholder, Ms. Cindy Derrico, Dr. Martinez, and Mr. Chad Fehr, a feedback form. Throughout the presentation, these stakeholders took notes, and at the conclusion of the presentation, provided verbal feedback based on their notes. Four questions seeking feedback including (a) what was clear or helpful in the presentation, (b) what was unclear in the presentation; (c) what suggestions do you have regarding the rationale for the CORE program; and (d) what feedback do you have regarding the proposed CORE program?

In response to the first feedback form question the stakeholders felt the reason for the study was clear in focusing on the goal to increase retention and support the students who violate alcohol and drug Community Living Standards (CLS). The stakeholders felt the correlation with drug use and growth in enrollment, as well as contributing factors to illegal drug use, were made apparent in the presentation. Additional feedback commended the principal researcher's substantive grounding in past research through literature with descriptive presentations slides delivered in an oral presentation. In regard to the CORE acronym, one stakeholder felt the name was useful and descriptive of the sanctioning model while another expressed a desire to possibly change the name. Feedback to this initial question also included that current records proved to be helpful in conveying the current state of incidents and removals in student housing at CI which supported the need to develop the CORE Program.

The second question on the feedback form prompted the stakeholders to comment on what was unclear in the presentation. Stakeholders expressed that they would have liked more information about 3rd Millennium, which at the time of the presentation had been recently incorporated into housing processes with the plan to begin using the online module in Fall of

2016. As information dissemination regarding this program was new to CI, the principal investigator had limited information regarding 3rd Millennium. However, since that time, the following was garnered from a 3rd Millennium report.

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 [3rd Millennium's] online courses and partnered eCHECKUP TO GO show significant reductions in high-risk drinking. (3rd Millennium Classrooms, 2014, para. 1)

eCHECKUP TO GO programs are nationally recognized, "personalized, evidence-based, online prevention interventions" that target intervention options and practitioner trainings (eCHECKUP TO Go, n.d.). Over six hundred campuses are using this program to target topics of alcohol, marijuana, sexual violence prevention and tobacco. The stakeholders also expressed that the presentation was unclear in certain areas, such as how substance use connects to academic achievement, how laws and legislature surrounding drugs and marijuana would affect the CORE Program, and whether drug use is increasing or merely increasing proportionately with enrollment. Finally, the stakeholders requested inclusion of results of more current studies and research regarding changes in marijuana use, which can be incorporated in future research efforts surrounding this topic.

The third point of feedback sought out suggestions from stakeholders regarding the rationale for the CORE program through the following question: What suggestions do you have

regarding the rationale for the CORE program? As a continued theme, it was commented that more recent data on drug and alcohol use would have been beneficial. Clarification on mentorship, service, the possibility for CORE to include parent education, and how the program could connect to social media influence were all areas of feedback to bolster the CORE program's purpose and support to future participating students. During the presentation, it was suggested to incorporate social and academic support in addition to the necessary behavioral support. One stakeholder offered valuable feedback that in order to contribute to retention you do not always have to incorporate both social and academic supports. Two suggestions were provided in the implementation processes of the CORE program. The first suggested that it would be best not to wait until the second alcohol violation occurred to have the student enroll in the program; rather, use it as a required educational sanction. Second, it was suggested to randomly assign students to differing sanction types that could aid in measuring program effectiveness. This approach would allow staff members to compare the recidivism rate of those that participated in the CORE program with those that did not. If deemed effective in reducing recidivism, this data could lead to further development and growth of the program as well as increased fiscal or financial support for conduct efforts within Housing and Residential Education.

The final area of feedback addressed all additional feedback for the CORE program. Stakeholders addressed the possibility for students to be allowed access to mentorship activities, regardless if they had any conduct violations. Additionally, although it was acknowledged that this feedback was outside the scope of the proposed project, stakeholders expressed that the support by mentors with students could also increase academic retention. Also, the inclusion of mentorship training would contribute to uniformity when mentors address expectations, and

accountability considerations. Bandura's (1977) theory of self-efficacy was suggested literature to further enhance the proposed project as a theoretical framework that could impact future research efforts on the topic of substance abuse and retention. The original research question asked if the development of a new sanction program could increase campus retention. This question remains unanswered. However, the development of the sanction program and defined learning outcomes allows for assessment to answer the research question in a new publication.

Chapter 6: Conclusions and Next Steps

As a result of this thesis project and presentation, the primary investigator was assigned to work with the Coordinator of Residential Education, Gary C. Gordon II, and a summer Association of College and University Housing Officers – International (ACUHO-I) intern, Steven Butler, to further develop and bring the CORE sanction program to fruition for the 2016-17 academic year. These individuals will incorporate program feedback to enhance the proposed program, in addition to develop the program's assessment and establish learning outcomes. In addition to a small committee formed within Housing and Residential Education (HRE), a campus committee has been formed to develop a mandated sanctioned workshop for all first time violations in housing and on-campus related to substance use. Utilization of CORE Program into campus sanctioning was proposed to the Substance Workshop Committee. Due to the desire to incorporate the CORE program, the principal investigator has been assigned to participate in the planning of the workshop and allowed the opportunity to facilitate portions of class. Additional committee members include Chad Fehr and Gary C. Gordon II from HRE, Chelsea Bente from Student Conduct, and Kirsten Olson and Echo Zen from Health and Wellness. The committee involvement permits further development on the proposed project and allows for future assessment.

As a result of a the desire to continue the development of the CORE program, learning outcomes have been developed, quantitative and qualitative assessment questions were constructed, and an analysis rubric to score successful completion of the *Reflection* requirement from the student to their conduct officer was created. The proposed project is grounded in one theoretical framework of Moral Development (Kohlberg & Hersh, 1977). The committee (Butler, Gordon & Yancheson, 2016) developed Program Learning Outcomes (PLOs) to assist in

purpose and assessment for the CORE program, found in Appendix H. The analysis rubric (Butler, 2016) for a reflective presentation via various mediums such as written, artistic expression, oral, etc. can be found in Appendix I. The quantitative survey questions (Butler, 2016) can be found in Appendix J. With outcomes and rubrics developed, assessment tools were created to ultimately measure the effectiveness of the CORE program to answer the intended research question from this proposed project. The qualitative questions are as follows (Butler, 2016):

Table 5	
<i>Draft mentor interview assessment questions for the connection section for the CORE program</i>	
Mentor Interview Questions	
1	How many times did you meet with your mentee? How long, on average, were those meetings?
2	What did you discuss with your mentee?
3	Could you please describe your mentee's demeanor and reaction to the meetings?
4	How did your feelings/expectations of the meetings change before, during and after the meetings?
5	In your opinion, were the meetings helpful for the student? Why or why not?
6	What were the largest takeaways for you and the student from these meetings?
7	Would you recommend this experience to other staff, faculty, and students? Why or why not?
Student Interview	
1	How many times did you meet with your mentor? How long, on average, were those meetings?
2	What did you discuss with your mentor?
3	Could you please describe your mentor's demeanor and reaction to the meetings?
4	How did your feelings/expectations of the meetings change before, during and after the meetings?
5	In your opinion, were the meetings helpful? Why or why not?
6	What were the largest takeaways for you from these meetings?
7	Would you recommend this experience to other students? Why or why not?

Efforts to immerse and integrate the CORE program into CI culture are currently being pursued and the plan is to continue to develop the program further to implement into the Housing conduct process and possibly the campus conduct process in the 2016-2017 academic year. While this program and the associated assessment plan will provide insight to CI's conduct process, general substance use among college students offers an array of topics to be further studied.

The original thesis topic pursued prior to the proposed project questioned the rationale for illegal substance abuse among students in higher education and whether or not these students felt supported by on-campus housing and campus conduct processes and representatives. Due to the association of the principal investigator being an employee of the designated university of study, efforts were realigned towards development and proposal of a new sanction program. Answering questions about student feelings of support is vital to conduct efforts at educational institutions who value behavioral intervention success using current knowledge about student values and behaviors. The original research idea can be accomplished through a survey of students from institutions with which the principal investigator(s) are not affiliated, selecting students via random sampling.

Research drives policy, provides informed perspectives and helps shape the world. Although the original intentions of this research initiative were thwarted, it resulted in creation of a new sanction program. With the CORE program at CSU Channel Islands (CI), it is the expectation that students will feel empowered to make more informed decisions, find mentorship, get involved, and reflect throughout a supportive accountability process. As a result, it is hoped that the students participating in any part of the CORE Program at CI will increase retention, especially as first year, freshmen students.

While substantive research was incorporated into the proposed project, there are further opportunities for additional investigations to enhance the current project and extend the topic to new areas to improve the retention of students and reduce recidivism. Associative research in chapter two revealed that white males are the most common gender and racial demographic to use marijuana (Buscemi, Martens, Murphy, Yurasek, & Smith, 2011; Johnston, O'Malley, Bachman, & Schulenberg, 2012), yet often times stereotypes target people of color with drug use (Bass & Williams, 1993; Scherlaltner, 2016). With this previous research, it would be beneficial to seek out this finding in other studies investigated to retest this hypothesis in various environments. If it remains consistent with previous findings, this could be impactful to educating others on stereotype threats, racial profiling and awareness of micro-aggressions. Ultimately, a study like this could impact the surrounding communities and influence social justice awareness and multicultural perspectives surrounding illegal drug use.

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Appendices

Appendix A: CSU Channel Islands Resident Handbook, p. 44-63

Housing and Residential Education Student Conduct Procedures

Housing and Residential Education is comprised of students from a variety of ethnic, cultural and socio-economic backgrounds. Living in a diverse community affords many opportunities for building relationships and for learning, which is one reason why living on campus is such an integral part of the college experience! At the same time, it requires responsibility, consideration and mutual respect so that community members can live together in harmony. Standards for on-campus living have been developed to promote an environment where students can live together with freedom and flexibility while respecting the needs and rights of others. We ask everyone to accept the responsibility of living effectively in a community and maintain awareness and responsiveness to how their actions affect their neighbors and roommates. The responsibilities that students have as on-campus residents are outlined in the HRE Community Living Standards above. Standard violations are addressed by HRE staff through the student conduct process.

Further, all students of the CSU are responsible for abiding by the CSU Student Code of Conduct, (Title V, Section 41301) which is enforced by the Dean of Students via the area of Community Responsibility and Student Conduct (SCCR).

Moreover, as residents of the State of California, we are required to know and adhere to all state laws, which are outlined in the California Penal Code and the California Vehicle Code. Violations of these laws could result in legal consequences, which on campus, are most often addressed by the University Police Department. In some cases, there may be an overlap of these laws and standards; when this occurs, students are accountable to all three entities: Housing and Residential Education, the University Judicial Officer, and University Police. Each of these offices work cooperatively with each other, and at the same time are authorized to adjudicate alleged violations independently.

Housing and Residential Education Conduct Process: The Six Steps

Housing and Residential Education's conduct process is based on a progressive six-step system that incorporates involvement from students (Community Resolution Team) and staff (primarily the Director of Residential Education, the Assistant Coordinators of Residential Education, and the Coordinators of Residential Education). The system is designed to provide students with awareness of their status in the conduct process. Each violation of the established HRE community living are placed on a particular level called a "step."

Steps are calculated by the accumulation and severity of a residents' standard violations. Steps are assessed based on the degree of community disruption or behavioral seriousness. Therefore, one severe violation, a few mid-level violations, or several low-level violations may all result in 6 steps, which is terms for removal from housing. Further, the area of Community Responsibility and Student Conduct is copied on all final decision letters from judicial cases where a resident is found 'responsible'. Additionally, due to the common severity of step 6 violations, they are often reported to the University Police Department.

When a conduct officer or the Community Resolution Team receives a case for review, it is their responsibility to meet with the resident(s) to look at all the information reasonably available and make a decision about whether a student is responsible for the alleged violation(s). The CSU defines "responsibility" for a violation when the evidence suggests that the student charged is more likely than not responsible for the violation based on the information reasonably available from all sources. This evidence standard is known as a preponderance of the evidence and is how student conduct cases in higher education are most commonly adjudicated. The conduct officer or the Community Resolution Team is required to act reasonably and responsibly consistent with HRE's procedures; they are not required to prove guilt beyond a reasonable doubt.

The Six Steps and Associated Responses

The following table reflects the number of steps and corresponding response from HRE.

# of Steps	Required Meetings and Possible Responses
Step 1 or 2	Meets with: Coordinator of Residential Education, Assistant Coordinator of Residential Education, or the Community Resolution Team. Sanctions include: Formal Warning and educational sanctions
Step 3	Meets with: Coordinator of Residential Education, Assistant Coordinator of Residential Education, or the Coordinator of Community Programs. Sanctions Include: Formal Warning and educational sanctions.
Step 4	Meets with: Coordinator of Residential Education, Assistant Coordinators of Residential Education, or Coordinator of Community Programs Sanctions include: HRE probation and educational sanctions.
Step 5	Meets with: Associate Director of Residential Education, Coordinator of Residential Education, Coordinator of Community Programs, or designee. Sanctions include: Notification of removal at the end of the semester and denial of student housing eligibility in subsequent academic years
Step 6	Meets with: Director of Residential Education or designee Sanctions include: Removal from student housing and denial of student housing eligibility in subsequent academic years,

Student Conduct Reporting, Meetings, and Review Process

We are committed to providing due process for all students, promoting student growth and learning, and addressing student conduct concerns and their impact in student housing and the University community. This process is not designed to be adversarial, but to promote responsibility and effective community living through fair and reasonable accountability. Students are encouraged to enter this process honestly and openly in order to effectively resolve concerns and gain the most from the experience.

Outlined below is the process by which violations are reported, investigated, and reviewed.

1. An incident report is filed with HRE. While this is most frequently provided by student staff, reports may also be submitted by students or other university staff who witness and/or are impacted by a potential violation.
2. Incident reports are primarily reviewed by the Director of Residential Education (DRE), Coordinators of Residential Education (CRE), Assistant Coordinators of Residential Education (ACRE), and the Residential Education Administrative Assistant (REAA). If these reports contain sufficient information to warrant either a conduct meeting or an educational discussion, a letter requesting a student meeting with the appropriate HRE conduct officer or the Community Resolution Team will be generated.
3. Students are expected to schedule a meeting with the HRE conduct officer as soon as they receive the notification letter. The notification letter states which conduct officer will hear the case. Students are given one business day to schedule and three business days to complete this meeting, unless notified otherwise. Meetings may be scheduled at the HRE office in building E for the DRE or at the front desk of either Santa Cruz Village, Town Center, or Anacapa Village for the other review officers. Failure to schedule a meeting in the specified timeframe and/or failure to attend a scheduled meeting may result in additional violations, referral to the Office of the Dean of Students, or a rendering of a final decision on the student's behalf.
4. In the judicial meeting, students will be asked questions based on information from a documented incident report. Students may also provide verbal or written statements of their own account of the alleged incident.
5. The HRE conduct officer evaluates the validity and credibility of the evidence presented from all sources and makes a determination of responsibility based on a preponderance of the evidence. This decision, which may include step allocation and/or sanctions, is communicated to the student electronically or in writing in the form of a decision letter at the conclusion of a follow-up conduct meeting.
6. Students may appeal the decision of the HRE conduct officer. If a student wish to appeal the decision of the HRE conduct officer, instructions are listed below and provided in the final decision letter.
7. The outcome and sanction is final and binding if a student fails to appeal by the specified deadline.

Appeal Process

Any student found responsible for violating HRE policies may submit an appeal in writing within 3 business days of receipt of their sanctions to the identified appeal officer found in the final decision letter. Appeals must be based on at least one of the following criteria and speak directly and substantively to one or more of them:

1. New relevant information, unavailable for presentation at the time of the original conduct review meeting;
2. Specific facts to support the allegation that the decision of the conduct review officer was not consistent with the nature of the standard or its violation, or
3. Specific facts to support the allegation that the conduct review officer was prejudiced with respect to the facts of the case or the individual(s) involved.

Upon receipt of the letter, if the appeal is warranted based on the above listed criteria, a hearing will be scheduled to occur within two (2) days. In reviewing the appeal case, based on a preponderance of evidence, the appeal officer may:

1. Uphold the decision of the original conduct review officer
2. Increase, reduce, or change the sanctions issued by the original conduct review officer, or
3. Find the student not responsible and revoke the sanctions issued by the original conduct review officer.

The decision of the appeal officer will be enforced. No additional appeals are provided.

Student Conduct Definitions

Appeal Officer: The supervisor, or designee, who will hear a student appeal. The name of this person along with appeal instructions will be provided in the final decision letter.

Conduct Meeting: A meeting with a University who is authorized to review and respond to HRE community living standard or the University code of conduct violations.. An informational meeting is necessary to establish clarity about the incident(s) and associated allegation(s) and discuss HRE and University responses. Students receive notice of these meetings via email and in writing to their room. Prompt response is expected.

Conduct Review Officer: A housing staff member who is responsible to review and respond to incident reports. The conduct review officer adjudicating an individual student case sends the conduct meeting invitation.

Community Resolution Team: A student peer review board that reviews lower level violations (Steps 1-2), determines responsibility, and assigns sanctions. The Community Resolution Team is advised by the Coordinator of Residential Education.

Educational Sanction: A requirement or condition imposed at the discretion of the conduct officer or the Community Resolution Team with an educational goal intended. Sanctions may include community service projects, an educational program or presentation, educational program attendance, intervention classes, or a research paper/project.

HRE Probation: An official sanction period of observation and review that place students in a status where any subsequent misconduct during the period of probation will result in additional disciplinary action, typically at a higher level than the minimum sanction listed.

Notification of Removal: A disciplinary sanction period of observation and review in which a student is formally notified that he/she will be removed, but that this removal is held in abeyance. Specifically, this means that the student will be allowed to remain in student housing through the end of the semester if his/her behavior does not violate any other community standards as specified in the *Resident Handbook*. Should the student be found responsible for behaviors that violate these standards prior to the end of the semester, he or she will be removed from student housing immediately. Notification of removal may also result in responsibility to pay future housing fees. Title V of the California Code of Regulations allows a campus to collect full housing and board fees from a student who breaches their housing license. Housing and Residential Education mitigates these fees in most cases in proportion to the severity of the violation.

Referral to the Office of the Dean of Students: Whenever a violation occurs in HRE, which includes violations of the *Standards for Student Conduct*, a referral will be made to the Office of the Dean of Students by the conduct hearing officer of Residential Education so the case may be reviewed by a campus judicial officer. These standards can be found in your CSU Channel Islands Student Guidebook.

Removal: An official sanction that prohibits the student from continuing to reside in student housing. This sanction may also preclude a student from being able to return to student housing for a specific period of time without permission from the director of HRE. Removal will result in forfeiture of monies paid to student housing and will also result in responsibility to pay future housing fees. Title V of the California Code of Regulations allows a campus to collect full housing and board fees from a student who breaches their housing license. Housing and Residential Education mitigates these fees in most cases in proportion to the severity of the violation.

Administrative and Educational Sanctions

Students found responsible for violating Community Living Standards will receive an administrative or educational sanction. **Administrative sanctions** are a form of cumulative accountability to hold students proportionately

accountable for severe and continuous violations. The purpose of **educational sanctions** is to help students learn from personal and peer behavior and incidents. The HRE conduct officer is responsible for determining the sanction that best meets the overall educational goal of the conduct process.

Administrative Sanctions

The number of steps assigned for a violation gives students a better understanding of the incident severity. Below is an explanatory step guideline:

1. **Formal Warning (Steps 1-3):** This sanction is typically, but not always, the first step in the conduct process for most minor violations. This sanction is a reminder to review the guidelines for resident conduct within the CI Resident Handbook and commit to abiding by them. With this sanction a written warning is issued to the student that indicates additional violations of University and/or Housing & Residential Education standards will result in further disciplinary action.
2. **Housing Probation (Steps 3-4):** This sanction indicates that a student's actions require a more serious response than a Formal Warning, but do not necessarily meet the level of removal from housing. Being placed on Housing Probation means that continued violations of the guidelines and standards within the CI Resident Handbook may result in further disciplinary action, typically leading removal from housing. Housing Probation is set for a designated period of time (may cross academic years depending on when violation takes place, i.e. – violation during late Spring semester may lead to probation into the following Fall semester), and will include restitution, educational sanctions, or other specified activities.
3. **Housing Probation with Notice of Removal (Step 5):** This sanction indicates serious violation(s) of HRE guidelines as stated in the CI Resident Handbook, and informs students that (1) removal will happen at the end of the current semester, and (2) further violation of standards before that time will result in immediate removal from student housing.

Per Title V of the California Code of Regulations

(<http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000>; Title V, Division 5, Chapter 1, Subchapter 5, Article 5 - § 42019. Cancellation, Vacating, or Revocation -Obligation of the Licensee), students removed from on-campus housing due to disciplinary violations are subject to the full term of their license agreement, including fees.

4. **Termination of License (Step 6)** –The Director of Housing & Residential Education or his/her designee has the authority to revoke a resident's housing license (contract). Termination of License prohibits the student from continuing to reside in student housing through revocation of their housing contract. This sanction may also preclude a student from being able to return to student housing for a specific period of time without permission from the director of HRE. Once removed the student may not enter any facility or property operated by HRE.

Per Title V of the California Code of Regulations

(<http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000>; Title V, Division 5, Chapter 1, Subchapter 5, Article 5 - § 42019. Cancellation, Vacating, or Revocation -Obligation of the Licensee), students removed from on-campus housing due to disciplinary violations are subject to the full term of their license agreement, including fees.

Educational Sanctions

As the conduct process is meant to be educational and focus on how one's actions affect the community, whenever possible and appropriate, sanctions will include an educational assignment. Educational sanctions take into account the specifics of the incident and the individual student. The objective is to help the student learn

from their experience and make a contribution to the community. A conduct officer or the Community Resolution Team may assign one or more educational sanctions. Examples of educational sanctions are listed below:

- **Community Service Hours:** Students are required to complete a specified number of hours in a specified number of days. Typically students are assigned 5 hours per Step assigned. Since these hours are to give back to the community, they must be completed with the resident's RA, the Village office, or other area within HRE
- **Educational Project:** Students are required to complete a specified educational project. This may include participation in an educational program or activity, writing a paper, and/or completing a project or task.
- **No Contact Agreement:** At times, due to conflict or instances of harassment, students are placed on a behavioral agreement/contract that precludes contact with a specified individual(s). This agreement essentially requires keeping a distance and proactively avoiding conflict with another student. If issued, violations of a No-Contact Agreement may result in further disciplinary action as a violation of the Non-Compliance standard (see page 59).
- **Restitution:** Students are required to make payment for damages to property of the University or another student.
- **Housing Relocation:** Students may be asked to relocate or move to another room on campus. The student will be expected to follow room change procedures as outlined in this Handbook and provided by HRE. This relocation must be completed in a timely fashion according to the deadline outlined in the sanction.

Assignment of Steps

The conduct review officer hearing HRE cases will evaluate the information available and assign steps to a violation for which a student is found responsible. Typically most steps 'expire' at the end of the academic year in which they are assigned, although depending on the date and severity of the violation steps may cross academic years if the student chooses to re-contract with HRE (i.e. a violation in late spring or summer may come with a sanction requiring the student to start the following year on a certain step level).

Listed below are some Community Standard violations and the possible associated steps, some of which have a range and may be listed under multiple step levels. Steps associated with standards not listed below will be determined at the discretion of the conduct review officer. *The following list is meant to serve as a guide and is not a complete list of the infractions and subsequent sanctions. Final assignment of steps is at the HRE conduct review officer's discretion.*

Step 1 Violations

- Access to Housing: Propping doors and gates
- Quiet and Courtesy Hours
- Care of Common Areas and Property, Care of Apartments Rooms & Suites: Improper trash disposal
- Non-Compliance: Failing to complete conduct sanctions

Step 2 Violations

- Access to Housing: Use of closed facilities
- Alcohol: Alcohol containers (empty and/or for decoration), minor alcohol violation
- Alcohol Edu: Not completing Alcohol Edu by the due deadline
- Vehicles and Transportation: Riding skateboards/bicycles/etc. within the Villages
- Care of Common Areas and Property, Care of Apartments Rooms & Suites: Improper trash disposal, minor damage
- Fire Safety: Possession of candles, incense, or HRE/University signs

- Floor Meetings: Unexcused absence from a floor meeting
- Furniture: Removing furniture from a common area
- Guests and Overnight Visitors: Failure to register an overnight guest for one night, exceeding the allowed amount of guests
- Non-Compliance
- Quiet and Courtesy Hours: A violation during 24 hour quiet periods
- Smoking: Smoking in non-designated areas outside

Step 3 Violations

- Access to Housing: Climbing gates
- Alcohol: Public intoxication/unable to care for self, violation of alcohol privileges, hosting a gathering where alcohol is present.
- Care of Common Areas and Property, Care of Apartments Rooms & Suites: Improper trash disposal, minor damage
- Fire Safety: Failure to evacuate in the event of a fire alarm
- Guests and Overnight Visitors: Excess of 8 overnight guests
- Non-Compliance: Failure to provide identification, being uncooperative or verbally abusive to staff
- Smoking: Possessing a hookah (water pipe)

Step 4 Violations

- Alcohol: Providing alcohol to students under the age of 21
- Care of Common Areas and Property, Care of Apartments Rooms & Suites: major damage
- Dangerous Behavior
- Drugs: Possession of drug paraphernalia, being under the influence of a prohibited substance, participating in an activity where drugs are present (regardless of consumption)
- Fire Safety: Disabling/removing a smoke detector
- Harassment
- Smoking: Smoking inside an HRE facility, includes an electronic cigarette (e-cig, vapor)
- Vandalism

Step 5 Violations

- Harassment
- Fire Safety: Falsely pulling a fire alarm, tampering with fire safety equipment, removing or damaging exit signs
- Theft
- Vandalism

Step 6 Violations

- Assault
- Dangerous Behavior
- Drugs: Use, possession, distribution, manufacture/cultivation of a Federally illegal substance (includes marijuana)
- Harassment: Threats against another community member or staff
- Theft
- Vandalism - major property damage
- Weapons

Community Living Standards

Living in a community presents many wonderful opportunities for learning and relationships. Living together effectively in a community requires adherence to reasonable community living standards, the University code of conduct, and the laws which govern our state, local area, and campus. You may find information online at www.csuci.edu. All students are responsible for knowing and abiding by CSU Standards. Prior to move-in, all residents must finish reading the Resident Handbook and sign affirming that they have done so.

Housing & Residential Education (HRE) Community Living Standards are outlined below. Knowledge of and adherence to these standards as well as those items listed in the Residential Education, Administrative Services and Information, Facilities, and Safety Information sections is required of all resident students. Not meeting or abiding by the standards within this *Resident Handbook* may result in disciplinary action.

1. **Access to Housing:** The following guidelines are essential to maintaining a safe, secure, and orderly community. Residents may not make unauthorized entry or use of, or misuse, any University property.
 - A. **Access to common areas:** Public or common areas are for the use of the resident and their guests only. Sleeping overnight in public areas is not allowed. Organized functions in public areas must be approved in advance by an HRE staff member. Entering common areas after the space has closed is prohibited.
 - B. **Access to residential units:** Unauthorized entry into an apartment, suite, room, or building other than the one assigned is prohibited.
 - C. **Entry:** Residents must use appropriate doors and gates to enter areas in housing. Climbing in or out of windows and balconies is prohibited.
 - D. **Extended stay:** Residents are allowed access to their assigned bedrooms, apartments and/or suites and the Village common areas according to their published schedules. Residents who wish to extend their stay prior to the academic year, during winter and spring breaks, or following graduation must be approved for extended stay.
 - Winter break: <https://cidsa.wufoo.com/forms/winter-break-extended-stay/>
 - Graduation/Summer licensed: <https://cidsa.wufoo.com/forms/summer-extended-stay/>
 - E. **Gates:** Interior and exterior gates are specifically designed for the security of the residents. Propping or manipulating these gates to provide unauthorized access is prohibited. Residents may only access Housing via key swipe; no other mode of entrance is permitted, such as reaching or jumping over a gate.
 - F. **Unauthorized access:** Providing access to the Villages to anyone other than a resident or a guest is not allowed. Emergency exits are for emergency use only.
 - G. **Restricted areas:** Unauthorized presence on rooftops, overhang, ledge, areas underground, or marked for restricted access for any reason is prohibited. Unauthorized entry to restricted areas such as closed buildings, mechanical rooms, data rooms, and custodial closets is prohibited.

NOTE: Violation of this standard is subject to charges.

2. **Alcohol:** The University is committed to maintaining an environment for students that is predominantly free of alcoholic beverage consumption and strictly adheres with federal and state laws. No student is to report to class, or any University activity, while under the influence of alcohol. The intent of this standard is neither to encourage nor to endorse the use of alcoholic beverages, but to describe the permitted and prohibited use in student housing.

Medical Leniency: Whenever there is concern for the health and well-being of a student and there is fear about reporting it to avoid "getting their friend in trouble," we offer Medical Leniency. This is most common when a student is under the influence of alcohol or drugs, but could also be the result of an injury due to inappropriate actions. Medical Leniency means that we will review the reported individual's case leniently because their friend or roommate did "the right thing" by reporting it to university officials who could provide assistance and secure medical attention, if needed. In order for Medical Leniency to apply, the resident making the report must request it on behalf of their friend.

Alcohol Privileges: Individuals may earn alcohol privileges independent of the other residents in his/her apartment. Residents that are 21 years of age or older may consume alcohol in a certified room if the following conditions have been met:

- a. The residents have completed and passed the online Alcohol Edu course.
- b. The residents have attended and participated in an HRE alcohol information and certification session and have a printed 'Alcohol Privilege Card'.
- c. The resident is in good judicial standing (3 steps or less on their HRE conduct record).

If a resident that has alcohol privileges is present during an alcohol violation by another student or guest, that resident will face sanctions for their participation in the act. This includes parties and other social gatherings.

Designated Consumption Zone (DCZ): Once all residents of an apartment possess alcohol privileges, they may make an appointment to meet with the Coordinator of Residential Education to obtain certification for the possession and consumption of alcohol in their apartment. If the Coordinator of Residential Education certifies the apartment as a DCZ, alcohol may be stored and consumed by the residents of that apartment. Other residents who possess alcohol privileges and non-resident guests over the age of 21 may also consume alcohol in the DCZ apartment with valid identification. The DCZ certification must be posted at all times on the refrigerator of approved apartments.

If any member of an apartment loses his/her alcohol privileges, the apartment will lose its certification as a DCZ. When an apartment loses its alcohol certification all alcohol and alcohol containers of any kind must be immediately removed.

- A. General guidelines: Possession, usage, sale, distribution, brewing or being in the presence of alcohol or containers previously used to contain alcohol is prohibited for all residents and guests under the age of 21, and those over the age of 21 who do not possess a current 'Alcohol Card.' Residents over 21 years of age may not possess or consume alcohol until alcohol privileges ('Alcohol Card', and 'DCZ' if appropriate) are certified. Resident's with privileges may not possess or be in the presence of alcohol in Santa Cruz Village.
 1. Alcohol consumption, alcohol containers (whether full or empty, decorative or for recycling), and being in the presence of alcohol or alcohol containers is only permitted in DCZ rooms in Anacapa, Town Center and Pickwick Park for those with alcohol privileges, and prohibited in all other areas.
 2. Alcoholic beverages are not to be consumed in public areas, such as The Commons, pool, Jacuzzi, recreation areas, balconies, sidewalks, grass areas, etc.
 3. No person may be intoxicated in the common areas of Anacapa, Santa Cruz, Town Center, or Pickwick Park communities. A common area is defined as anything other than the areas inside a resident's apartment.
 4. Inability to exercise care for one's own safety and/or the safety of others (including drawing attention to oneself) due to intoxication is in violation of this standard. If a resident should choose to consume alcohol off campus, it is recommended they designate a sober driver. If also a resident, this sober driver is responsible for ensuring the health of the intoxicated residents under their care. This includes safely returning them to their rooms. The sober driver must contact the RA on duty if anyone's intoxication poses a health threat. The sober driver will be held accountable for his/her failure to properly care for the inebriated (i.e. 'dropping off' an intoxicated resident in a common area or parking lot and leaving).
- b. Excessive amounts: Excessive amounts of alcohol and 'common sources' of alcohol are prohibited, due to the lack of control that results from providing/possessing/consuming large quantities of alcohol.
 1. 'Common source' or bulk quantities are defined as but limited to the following examples: kegs, pony kegs, punch bowls, wine boxes, commercial dispensers, or the amount of alcohol equivalent to a common source alcohol beverage container, whether empty or full. Due to their visual similarity to

- kegs used for alcohol, root beer kegs are prohibited without prior written approval from the Director of Residential Education.
2. Possession of bulk alcoholic beverages is prohibited, which is regarded as amounts for storage or use that is excessive under the circumstances for personal use. Devices used or intended for the rapid consumption of alcoholic beverages are prohibited.
 3. Excessive amounts are defined as supplies of alcohol which are excessive for the number present or which are distributed indiscriminately. Examples of excessive amounts include more cases of beer than reasonable for the number of people present, large mixtures of alcohol with other substances or the presence of large serving containers. An excessive amount of alcohol is deemed a six-pack of beer or a 750 milliliter bottle of wine or a 750 milliliter bottle of spirits per a person.
 4. The determination of common source or excessive amounts will be made by the individual reporting the incident and the student housing conduct officer hearing any resulting case.
- c. **Alcohol privileges:** Privileges are required for all residents present in a DCZ apartment where alcohol is being stored or consumed, or where alcohol containers are present.
1. Residents with alcohol privileges must carry their alcohol card on them when consuming or in the presence of alcohol and present it to University staff upon request.
 2. No person under the age of 21 may be present in, or admitted into, an apartment in which alcoholic beverages are being served, consumed, or in the open.
 3. Residents with alcohol privileges may not consume or be in the presence of alcohol when underage individuals are present. Residents are responsible for knowing the age of those present.
 4. Replication, alteration, or other misuse of issued Alcohol Privilege Cards and DCZ Certificates is prohibited.
 5. Guests (non-housing resident) over the age of 21, with a valid ID, may possess or consume alcohol in a DCZ. The resident host is responsible for the behavior of their guests and ensuring that their guest abides by all laws, standards and policies, including the alcohol standard contained herein.
 6. Individual room parties that create disturbances, damage, excessive noise or messes are not allowed. Parties that involve more than one room (i.e. progressives) are not allowed.
 7. All residents are responsible for making sure the above alcohol guidelines are followed at all times. If an alcohol violation takes place, all residents that are present at the time of the violation may lose their alcohol privileges. Should alcohol privileges or DCZ certification be revoked for an individual and/or apartment, Alcohol Privilege Cards and DCZ certifications must be returned to the Coordinator of Residential Education immediately.
3. **Alcohol Edu:** Statistics show that alcohol is a common issue among college students. It is essential for residents to understand the appropriate use of alcohol and the side effects of alcohol usage.
 - A. Residents are required to complete Part I of the Alcohol Edu online course prior to moving into Housing.
 - B. Residents are also required to complete Part II of the Alcohol Edu online course during the timeline provided to them individually, typically within 45 days of completing Part I.
 4. **Assault and Fighting:** Any aggressive activity or behavior that results or may likely result in physical harm to another community member, University Official, or guest thereof is prohibited.
NOTE: Violation of this standard is subject to criminal charges, referral to the Dean of Students, and/or Termination of License on first time offense.
 5. **Care of Rooms, Suites, and Apartments**
 - A. **Check-In:** Upon check-in, residents shall check the condition of their dwell and note on the Inventory tab of the Student Housing link. This must be completed within 72 hours after receiving their keys.
 - B. **General Care:**
 1. It is the responsibility of all roommates to keep the apartment/suite/room free of all community standard violations.

2. It is the responsibility of all roommates to keep their apartment/suite/room clean and sanitary throughout the occupancy period. All areas must be cleaned on at least a weekly basis to maintain sanitary conditions.
 3. Residents are expected to regularly dispose of trash, recyclables and electronic waste to the proper outside dumpsters. Bags or other collections of trash/recycling should not be left in any student room, or common area in suites and apartments, as it poses a health concern. It is a violation to place trash or recyclables outside an apartment/suite, in a hallway, courtyard or any area other than the trash and recycling bins.
 4. Residents are expected to maintain reasonable sanitation and safety standards, store food properly, maintain appliances in a clean and safe working condition, and submit online Housing Repair Forms to HRE for repair of damages to a unit.
 5. Dishes should not be washed in any bathroom sink, and no food or other items should be put down those drains as it leads to serious clogs. To wash dishes use the common area kitchens in G130, G230, or Anacapa Commons, properly scraping food into trash before rinsing and utilizing the garbage disposals.
 6. All residents occupying an apartment/suite/room are responsible for the common areas; any charges incurred will be split equally between all residents of a unit should the University be unable to determine responsibility for damages or loss after appropriate investigation.
- C. Winter Break:
1. At the end of the fall semester residents are required to clean their apartments to the original move-in condition. NOTE: This does not mean remove all items/move-out, but a cleaning of the area.
 2. All trash must be removed from apartments/rooms/suites before the halls close for winter break.
 3. Santa Cruz Village residents must defrost and clean their provided mini-refrigerator(s) by the end of fall finals week.
- D. Health, Safety and Occupancy Checks:
1. HRE will conduct periodic Health, Safety and Occupancy inspections throughout the year. Residents will be given notice in advance of these inspections, as they require entry into every student room. Violations of Community Living Standards and/or License Agreement that are found during such inspections will result in administrative action.
 2. Residents given notice during checks to submit Housing Repair Forms and/or clean their room/common area due to excessive mess must do so within 3 business days. Follow-up checks will be completed on rooms that are a concern, and administrative and judicial action will be taken for rooms not in compliance.
- E. All guidelines under "Room Alterations" apply.
NOTE: Violation of this standard is subject to charges.
6. **Care of Common Areas and Property:**
- A. Common areas and property are for the use of residents and registered special guests only, thus they are the responsibility of every resident. This includes, but is not limited to lounges, study rooms, game room, exercise room, art room, dance studio, media room, stairs, recreation areas, kitchens, balconies, pool, laundry rooms, doors, walkways, fire extinguishers, elevators, exit signs, and lights.
 - B. Any malicious damage or acts that result in additional clean up in or around the housing buildings, grounds, or other facilities or property is prohibited. Residents who use common area spaces are required to clean the area at the conclusion of the use. This includes ensuring trash is picked up, the room is vacuumed, and equipment and furniture are returned to their proper locations.
 - C. Dirty dishes, cooking equipment, or food not properly stored, that is left in a common area kitchen will be disposed of. Dirty dishes, equipment, or food can attract vermin and is a health risk to the community.
 - D. All furniture and equipment in common areas must remain in its designated common area. Equipment must be used in the way it is designed to be used. Residents should not tamper with electronic (i.e. thermostats) or safety equipment, or misuse game equipment.

- E. If equipment is not working or broken, please assist us and your fellow residents by reporting the issues right away to the Village Office or the RA on duty.
- F. The use of glitter or glue on the surfaces of the Art Room is prohibited (i.e. gluing items to surfaces). If using glitter or glue in the art room, all spills should be cleaned up immediately. Only paint, markers, or similar art mediums are allowed to be used on floor, ceiling, and walls of the room (windows, screens, light switch, thermostat, and smoke detector should not be marked).

NOTE: Violation of this standard is subject to charges.

7. **Community Respect:** Respecting the rights of students to study and use the Housing facilities is important to maintaining a positive University and residential community. Interfering with the attempts of others to study, and failure to show respect for community members and housing staff is not permitted. Behaviors or actions that interfere with others' normal use of facilities are prohibited. As members of a civil community, residents are expected to comply with all reasonable requests for courtesy, including issues regarding noise, common area space, trash disposal, etc.
8. **Computer and Internet Use:** Computer and internet usage must be in accordance with the terms noted in the IT.03.001 *Interim Policy on Responsible Use*. Refer to <http://policy.csuci.edu/IT/03/IT.03.001.htm> for the full document.
9. **Dangerous Behavior:** Any activity which can be interpreted as endangering or harming oneself, any community member, or a guest is prohibited. This also includes negligence, failure to assist or report an observed physical danger (i.e. fighting, significant physical injuries, or a student under the influence who is unable to care for themselves), or any other action which imperils or jeopardizes health and/or safety of self and/or others.
10. **Drugs:** The possession, use, sale, manufacture or distribution of any illegal drug or substance, including the possession of drug paraphernalia, is prohibited on the CSU Channel Islands campus and in all its buildings, including HRE. Residents can also report suspected drug activity directly to the University Police.
 - A. Being under the influence of a controlled substance is prohibited.
 - B. Inability to exercise care for one's own safety and/or the safety of others while under the influence of a controlled substance is a violation.
 - C. Organizing or participating in activities where controlled substances are present or being consumed is prohibited. Participation is defined as being present at the event regardless of consumption.
 - D. Possession of prescription drugs not prescribed specifically to that individual is prohibited.
 - E. Possession or use of drugs by a guest or visitor is prohibited and the resident who the guest or visitor is visiting will be held accountable as if the resident was in possession or using drugs.
 - F. Medical marijuana cards, or other cards issued for the purpose of designating the holding individual's right to possess and use marijuana, are not recognized at CSU Channel Islands. At no time will a student, resident or guest be allowed to possess or use marijuana, marijuana paraphernalia, or be under its influence while in student housing or while on campus.NOTE: Violation of this standard is subject to criminal charges, referral to the Dean of Students, and/or Termination of License on first time offense.
11. **Elevator:** Passenger elevators located within the buildings are provided for use by residents, their guests and staff. Activities in the elevators may be recorded at all times. In order to keep elevators in safe working condition, the following actions are prohibited:
 - A. Smoking in the elevators.
 - B. Intentional damage to and/or vandalism of the elevators, such as prying elevator doors open, jumping, graffiti, etc.
 - C. Overloading elevators.
 - D. Use of emergency alarms and emergency stops in non-emergency situations.

- E. Evacuating people from the elevator without trained personnel.

Elevator Emergencies:

- If a person is trapped in an elevator, sound the alarm and wait for help to arrive before attempting evacuation.
- Evacuation from the elevator will be handled in accordance with established safety protocols for elevator evacuation.
- The person trapped in the elevator should remain calm and respond to the direction of University and emergency personnel.

12. **Energy and Water Conservation:** As part of the HRE effort to promote sustainability and energy conservation, residents must employ energy-saving actions to avoid excessive consumption.

- A. Santa Cruz Village suite common areas have a space for both a microwave and mini-fridge. One microwave is allowed in the designated space in the suite common area. Suites with 4 or more occupants are allowed two mini-refrigerators, those with three or fewer are allowed one mini-refrigerator, in the designated space in the suite common area. Regular or mini-fridges are prohibited in bedrooms.
- B. Anacapa Village, Town Center, and Pickwick Park Apartments are furnished with a full sized refrigerator in every kitchen. Additional regular or mini-fridges are prohibited.
- C. All appliances are required to be Energy Star rated. Air-conditioners and space heaters are not permitted. Town Center and off-campus apartment units may have centralized air, which should be used sparingly.
- D. All residents should turn off lights and televisions when they leave their room for an extended period of time (class, study group etc.).
- E. Please make every effort to conserve water. Limit the length of showers and do not leave water running for excessive periods of time.

NOTE: Violation of this standard is subject to charges for excessive utility usage. For Town Center and off-campus HRE apartments, excessive usage would be defined as any monthly utility charges totaling over \$100.

13. **Fire Safety:** Maintaining the safety of the HRE communities is of the utmost importance, and it is imperative all residents maintain a safe environment and report any malfunctioning fire safety equipment (such as exit signs, smoke detectors, etc.).

- A. Art Room: Spray paint and similar art mediums are not allowed in the art rooms since the over-spray typically set off the fire alarm in the room. Spray type paint should be used outdoors, not on, or near pavement nor concrete with care given not to damage surrounding grounds or property.
- B. Egress: All hallways, exits, stairwells, doorways, or areas that are deemed an "egress" (i.e. – windows) need to be free from garbage, bicycles, clutter, furniture, or other items that may or have a potential to limit entry/exit. This includes hanging objects over handrails and gates such as towels, wetsuits, etc. All doors and windows must have the ability to be fully opened.
- C. Evacuation: All persons are required to evacuate the building immediately upon the sound of an alarm. Interfering with emergency services, procedures, or failing to conform to established safety regulations and/or instruction given by emergency response staff is prohibited.
- D. Fire safety equipment: Falsely reporting a fire, tampering with, disabling, or misuse of any fire safety equipment (i.e. fire alarms, smoke detectors, fire sprinkler, fire extinguishers, 'EXIT' signs, etc.) is prohibited. Do not hang any items from a fire sprinkler or smoke detector. Use of fire safety equipment must be reported to HRE immediately, failure to report usage would constitute a violation.
- E. Candles & open flames: Candles, incense and/or any type of open flame within or adjacent to any HRE facility or grounds is prohibited. Candles for any purpose (this includes but is not limited to decoration, religious rituals, etc.) are prohibited. If found, such items will be confiscated. This includes wax warmers as noted under (I) Heat Source.
- F. Combustibles: Possessing or storing gasoline, fireworks, combustible chemicals/fluids and/or fuel-driven engines/appliances (i.e. motorcycles, mopeds, gas/propane grills, charcoal, lighter fluid, etc.) is prohibited. This includes storing any of these items on your balcony.

- G. **Cooking:** Cooking and/or cooking equipment such as toaster ovens, electric grills, etc. are to be stored and used in designated kitchen areas of Anacapa, and G building common area kitchens. Cooking in Santa Cruz bedrooms or suite areas, Pickwick Park Apartments, Anacapa and Town Center bedrooms or living rooms is not allowed. Any appliance with an open heating coil or hot plate is not permitted. Residents wishing to barbeque should use the grill adjacent to the Anacapa pool area. Barbeque grills are not allowed in Town Center apartments or balconies. Residents must attend to all cooking food in an apartment or common area kitchen (Anacapa Commons, G130 Lounge, G230 Game Room). Leaving cooking food unattended is a safety risk that can lead to a live fire, damage, and/or injury.
- H. **Decorations:** All materials used must not encroach into the hallway but may be in the alcove of the suite or apartment door. All decorations must be non-combustible (i.e. made from fire-proof material) and be UL list-approved for the intended use. "Live" or cut down trees and other materials of flammable nature are prohibited. All decorations are to be removed within two days following the holiday or prior to leaving the apartment for the holiday. Only LED string of lights may be used and must be turned off when the room is not occupied.
- I. **Heat source:** Heated elements which could be left unattended for long periods of time (such as simmering potpourris or scented light bulb rings) and require heat to release scent are prohibited. Open-coiled electric or heating appliances such as space heaters and sun lamps are prohibited. All allowed 'heat source' equipment (such as curling/flat irons, glue guns, irons, etc.) must be attended to at all times. Leaving equipment 'on' while unattended is a serious safety risk.
- J. **Lamps & lights:** Halogen lamps and neon lights are prohibited.
- K. **Plugs & extension cords:** Extension cords and power strips/surge protectors must have a UL rating. Plugging power strips into other power strips is prohibited.

NOTE: Violation of this standard is subject to criminal charges, referral to the Dean of Students, and/or Termination of License on first time offense.

- 14. **Floor Meetings:** Approximately twice per month floor meetings are arranged and facilitated by RA's. In order to obtain pertinent information and updates, all residents are required to attend. If not available for the meeting the resident is required to give the RA advanced notice, and schedule a follow-up time to receive information.
- 15. **Furniture:** All furnishings provided in the buildings are considered State property and are to remain in the designated area (i.e. bedroom, common area, lounges). In common and outdoor areas, the furnishings are for the use of all residents. Students who remove or damage lounge or outdoor furniture by taking it to their rooms or other locations are depriving other residents of this amenity, and so moving any furniture from a common area without the written permission of an HRE staff member is prohibited. Adding additional furniture to student rooms can only be done with written permission from HRE. Waterbeds are prohibited.
- 16. **Guests and Overnight Visitors:** The rights and comfort of all residents/roommates must be considered when inviting guests into the apartment or suite, even during the day. A resident's request for any guest to leave, regardless of the guest's gender, must be honored. HRE supports the right of all students to live comfortably in their rooms to study, sleep, or enjoy their privacy. The safety and security of this environment could be compromised if unwanted guests are present too often, or if guests refuse to leave when their presence is disturbing a roommate or neighbor.
 - A. Residents have the basic right to privacy in their assigned room. All licensees who occupy an apartment must agree to the presence of visitors and overnight guests.
 - B. Guests must abide by all HRE and University standards for behavior. Residents are responsible for their guests' and visitors' behavior and for any damage incurred by their guests and visitors. As such, any violations to the resident handbook or to University policy will be charged to the resident as if they were the one to commit the violation.
 - C. The resident host must accompany their guest(s) at all times. This includes the time when a resident is at class. At no time is it allowed for a guest or visitor to be in student housing without the hosting resident

present with the guest. Unescorted guests will be asked to leave the premises. Residents may not lend their key cards to anyone including visitors and guests.

- D. Residents may have up to three visitors at any one time in their room/apartment/suite. To comply with fire codes, there may be no more than 16 people present in an Anacapa Village apartments, 12 people present in a Santa Cruz two-bedroom suite or Town Center or Pickwick Park two-bedroom apartment, 10 people in a Town Center one bedroom apartment, and six people present in a Santa Cruz one-bedroom suite or Town Center studio apartment at any one time. These limits include residents and guests.
 - The term 'guest' and 'visitor' applies to current CI residents who are not assigned to the space they are visiting.
 - Residents may obtain permission to exceed their guest limit with written permission of their Coordinator of Residential Education, to be obtained at least 2 business days before extra guests will be present. Limits regarding maximum people allowed in an apartment/suite still apply.
 - Residents are encouraged to use community common areas for gatherings.
- E. Visitors are allowed in apartments or rooms from 8:00a.m. through 1:00 a.m. daily. Those who stay after 1:00 a.m. must be approved in advance as an overnight guest. All residents must register overnight guests at their Village Office.
- F. Overnight guests, including family members of residents, are limited to a maximum stay of two consecutive nights. A charge of \$45 will be placed on the residents account for each night exceeding the second consecutive night. Each resident may have overnight guests a total of eight nights per semester.
- G. Guests are required to show a valid I.D. when residents register them at the Village front office.
- H. If guests bring a vehicle to campus, they must obtain and properly display a temporary University parking permit from Transportation and Parking Services in addition to an overnight permit from HRE. This overnight permit may be obtained through the guest registration process.
- I. An individual guest is allowed eight overnight stays per semester, and is limited to a maximum stay of two consecutive nights. A charge of \$45 will be placed on the resident's account for each night that exceeds their guest's 8 approved overnight stays. This is to avoid an individual guest 'living' in housing through being the guest of different residents (i.e. 'room hopping').

NOTE: Violation of this standard is subject to charges and loss of guest privileges.

17. **Harassment:** HRE seeks to promote and support a community where all its members may live together free of harassment. Verbal, written, electronic, physical and/or any other type of harassment is prohibited. Harassment includes physical and verbal abuse, threats, intimidation, coercion and/or any other conduct, which threatens, alarms, degrades, or endangers the health or safety of any person.
 - A. **Telephone:** Telephone harassment includes annoying, abusive, or obscene phone calls, messages, or texts that are intended or perceived to irritate, anger, or threaten. _If a resident should receive a threatening or harassing phone call, message, text or online message, he/ she should notify an RA or other HRE staff member immediately. The student is advised to keep a log of the calls and will be encouraged to file a report with the University Police Department.
 - B. **Online and Cyber Harassment:** Online harassment that has the same effect as in person or telephone harassment, but is communicated via email, social networking sites, or other electronic mediums is also prohibited.
 - C. **Threatening behavior:** Conduct that threatens or endangers the health or safety of an individual or specific group within or related to the University community, including threats, intimidation, harassment or sexual misconduct is prohibited.

NOTE: Violation of this standard is subject to referral to the Dean of Student's Office and/or the campus Title IX Coordinator.

18. **Hookahs:** Hookahs are strictly prohibited from being used, stored or transported through the residential halls. Hookahs are not allowed to be brought into the residential halls for any reason including cleaning or storage. Refer to 30. Smoking policy for information regarding use of hookah's outside of the residential areas.

19. Identification:

- A. Residents are required to carry student identification with them at all times, which must be presented upon request from a University official.
- B. All residents must be identifiable by not wearing masks or costumes that obscure one's face (i.e. Halloween). Should this standard conflict with a resident's religious practices, please schedule a meeting with the Director of Residential Education to discuss exemption from this standard.
- C. Residents may not falsely identify or misrepresent themselves as an agent of the University (administrator, faculty, staff, etc.)
- D. Residents and/or guests should not be in the possession of another individual's University identification.

20. Improper Check-Out: Residents are required to follow all procedures for checking out of and vacating their space. Prior to vacating all residents must:

- a. Have reached the end of their license agreement, have an approved contract cancellation, or have had their license revoked. Moving out of housing without approved notice does not release the resident of financial obligations. Removal from housing (license revocation) does not release the student of financial obligations.
- b. Restore the unit to move-in condition, including cleaning and returning furniture to original locations (i.e. beds bunked).
- c. Check-outs at the conclusion of the spring semester require submission of a "Check-out Cleaning Agreement," which outlines which resident is responsible for cleaning and damages of different items.
- d. Residents must complete a Check-Out form, sign all necessary paperwork and return issued key card and hard keys.

NOTE: Violation of this standard is subject to charges.

21. Improper Room Change: It is important for the safety and security of residents that they occupy the space they are assigned to. For information on the room change process please refer to Administrative Services and Resources section, page 19.

- a. Moving into any room or room assignment without written authorization from HRE is prohibited. Residents making unauthorized room changes may be required to return to their original room.
- b. Residents who do not have roommates should be prepared to have a roommate move in at any time. "Spreading out" in a vacant space is considered an improper room transfer.

NOTE: Violation of this standard is subject to charges.

22. Keys and Security: The locking systems in HRE are designed for flexibility, convenience, and security. Each student will be issued appropriate key(s) that allow access to their bedroom, apartment or suite, the security gates, and all common areas with Anacapa and Santa Cruz Villages according to the posted hours of operation.

- A. All keys and key cards remain the property of HRE, and each resident is responsible for their issued key. Should a key be lost/missing/stolen, residents are required to report it to the HRE office within 48 hours. A non-refundable charge will be assessed for any replacement key(s) issued to the resident during occupancy and/or any key(s) lost or not returned upon check-out.
- B. Keys will only be issued to the resident and not to friends, family or relatives.
- C. Under no circumstances should a resident duplicate, sell, transfer, or lend their key to another individual. Permitting others to use a room key for purpose of improperly gaining access to a residence or common area is prohibited.
- D. Bypassing or tampering with the locking mechanism for any door is prohibited. This includes propping or taping of any doors.

23. Non-Compliance: University officials are working to provide students and guests with a safe and secure environment within student housing. In order to facilitate the progress of normal University business, it is imperative that students comply with reasonable requests of University officials.

- A. Failure to comply with a reasonable request or the intentional impediment of University business or procedures is prohibited. All University staff, including Resident Assistants, are considered University officials for the purpose of this guideline.
 - B. The following actions are considered non-compliance and are prohibited: providing false information or failing to provide information to a staff member, concealing violations from staff (i.e. hiding prohibited items), not answering doors when staff is attempting to make contact (or hiding from staff in any fashion), interfering with staff while they are performing their duties, and being uncooperative or verbally abusive to staff.
 - C. Residents assigned educational sanctions as part of the conduct process are expected to complete their assignments. Failing to fulfill sanctions to the satisfaction of the conduct officer is a violation of this standard.
24. **Obscenity and Lewd Behavior:** The use of rude, vulgar, indecent, or obscene verbal, non-verbal, and/or written expressions, are considered detrimental to the University and student housing environment and are prohibited within or around any housing facility or at any housing related program or event.
25. **Pets:** To maintain a clean, healthy, and allergen free environment the only type of pet permitted are fish in tanks of 10 gallons or less. The harboring, feeding, or possession of any animal in or around any housing facilities is prohibited, including “visiting” pets. This includes gerbils, rats, hamsters, snakes, turtles, lizards, or any other contained animal. Exceptions are made for service dogs (as defined by California Law) for students who are registered with Disability Resource Programs as requiring this accommodation. For Service animals please refer to 31. Service Animals.
NOTE: Violation of this standard is subject to clean-up and sanitation charges
26. **Pool and Jacuzzi Use:** The Anacapa Village pool is the only pool available for use by all residents and their guests. Student housing residents may not use the pools located in University Glen. Guests must always be accompanied by their resident hosts, and no pets are allowed in the pool area (see Pets standard). All rules must be followed when using the pool. Glass is not allowed in the pool area. Pool hours are from 8 a.m. to 11 p.m. Sunday through Thursday and 8 a.m. to 1 a.m. Friday through Saturday.
27. **Posting:** All materials to be posted must be submitted and approved by HRE. Those wishing to post in HRE may contact the Associate Director of Residential Education. Public display of “obscene matter” is prohibited, and under the discretion of University. HRE reserves the right to remove from public view any postings deemed to others as obscene or that are detrimental to the overall goals of the University. This includes but is not limited to offensive or drug/alcohol-related materials. Public view includes but is not limited to the external apartment/suite door, windows facing out, areas of an apartment/room that can be seen from the outside, and hallway bulletin boards.
28. **Quiet and Courtesy Hours:** Quiet hours are established to promote an atmosphere conducive to quiet study and the ability to sleep in the late evening and early morning hours. All residents must abide by quiet and courtesy hours.
- a. Quiet hours are from 10 p.m. to 8 a.m. Sunday through Thursday (and holidays), and midnight. to 8 a.m. on Friday and Saturday. During quiet hours, sound from a room, suite, or apartment should not be audible outside the unit door, nor in adjacent rooms. This includes conversations outside, noise in stairwells, slamming doors, and anything that may cause a disturbance to others.
 - b. 23 1/2 hour quiet hours are in effect during pre-finals and finals week.
 - c. Courtesy Hours are to be observed 24 hours a day seven days a week. Courtesy hours require that noise which can be heard outside your bedroom be kept to a minimum to respect students living in the apartment/suite and those living around you. If you are disturbed by noise in the community, please speak with your neighbors, and for additional assistance contact HRE staff.

29. **Recording or Photographing Others:** All residents have the right to privacy when in the residence halls. Recording or photographing a person anywhere in a housing facility without their consent is prohibited. This includes within a student's room, suite, or apartment or in any other part of the housing facility. Recording or photographing someone without their consent may also be considered a form of harassment and may be referred for student conduct and/or Title IX review and response.
30. **Room Alterations:** Residents are liable for any room alterations and/or damages. Students are encouraged to decorate their rooms; however, caution should be used in order to prevent damage to the apartment.
- Alterations, changes, modifications, remodeling and/or renovating, including but not limited to, painting of the unit, tampering with the electrical or mechanical fixtures in the unit or public areas, installing in-line water purification systems, or installing a door or area lock without consent of HRE is prohibited.
 - There are no additional storage spaces available; students must make their own arrangements off-campus to store items.
 - Use of staples, tacks, nails, screws, tape (masking, duct, or scotch), stickers, or glue is prohibited on any HRE property, including doors, floors, walls, ceilings, windows, and any furniture. Approved painter's tape, wall putty, or 'Command™' type adhesives are allowed should all product directions be followed and no damage to the wall occur upon removal.
 - Damage resulting from nails, screws, adhesive/tape, stickers, or tacks shall be repaired by University maintenance and charged to the student. The student should not attempt to repair damages, as this could complicate the repair process and result in additional charges.
 - Residents shall not install or place any equipment or construction of any type on the grounds or in the buildings. This includes equipment such as exercise poles, pull-up bars, resistance pulls/bars, or any other type of installed equipment.
 - Satellite dishes may not be mounted on or outside buildings.
31. **Service or Support Animals:** Service and support animals are subject to additional guidelines not listed in the handbook that can be provided upon request. Contact Disability Resource Programs.
32. **Smoking:** The State of California prohibits smoking in all state owned buildings or leased apartments. This includes but is not limited to smoking from cigars, cigarettes, pipes, hookahs and fragrant cigarettes. Smoking is permitted outside, no less than 50 feet from any building or structure. Proper disposal of cigarette butts in receptacles is required. CSU Channel Islands Policy on Smoking on Campus, including a map indicating smoking areas can be found at: <http://policy.csuci.edu/FA/31/FA.31.013.htm>. Electronic hookahs (e-hookahs) and electronic cigarettes (e-cigs) or other vapor type smoking devices are prohibited from being used in student housing and must follow the same guidelines as smoking.
33. **Solicitation:** Engaging in door-to-door distribution, advertising, sales, promotion, commercial transactions and/or solicitation of any nature (including religious proselytizing) within the buildings or on the grounds of HRE is prohibited, unless specifically invited in advance by individual residents. Residents are requested to notify the HRE office and/or University Police if solicitors are seen conducting business.
34. **Storm Drain:** only rain water is permitted down storm drains. Reduce and prevent water pollution by: sweeping and raking up debris on surfaces, use less weed and pest control chemicals, avoid over watering, do not dump chemicals or oil down, place pet waste in containers for proper disposal, properly maintain your pool and spa, use a full or self-service car wash that recycles water and uses as little water as possible, use biodegradable cleaning products. Report improper discharges to the following email address: fsworkcenter@csuci.edu. Storm drains: do not drain to the sanitary sewer and storm water is not treated at waste water treatment plants, are present in developed areas to prevent flooding by transporting water away from development. Storm water is transported by storm drain systems and flows into streams, creeks, lakes, rivers, and the ocean, and pick up many pollutants along its journey such as trash, sediment and nutrients. All of these can harm wildlife, their habitat and our drinking water supplies. Common urban pollutant sources

include: landscape debris, pet waste, soaps/detergents from car washing, illegal dumping or fertilizers pesticides and herbicides, litter and trash, and leaking vehicles. For more information on ways to prevent storm water pollution visit: www.vcstormwater.org.

35. **Theft:** Removing or stealing University property or property belonging to a roommate, campus community member, or guest is prohibited. This includes the unauthorized use of services and acts of fraud.
NOTE: Violation of this standard is subject to fines, criminal charges, referral to the Dean of Students, and/or Termination of License on first time offense.
36. **Vandalism:** Willful or negligent damage caused to University, HRE, or community member property by a resident or guest is prohibited. Damage includes the removal, defacing, destruction, or tampering with property (including grounds/landscaping). Any areas affected areas may be temporarily shut down from use because of vandalism.
NOTE: Violation of this standard is subject to fines, criminal charges, referral to the Dean of Students, and/or Termination of License on first time offense.
37. **Vaporizing or Vaping:** Refer to 32. Smoking Community Living Standard referencing the campus smoking policy.
38. **Vehicles and Transportation**
- A. Bicycles, skateboards, roller blades, scooters or other wheeled modes of transportation may not be ridden within student housing areas (on and off campus).
 - B. Bicycles must not obstruct or be parked in public passageways, walkways or in the housing facility. Bicycles may not be locked or attached to any gate, pole, tree, or other housing equipment. Bicycles may be parked and locked in designated bicycle racks or in resident rooms.
 - C. Motor-driven vehicles cannot be taken into apartments/suites or any housing facility for any reason, or operated on sidewalks, patios, or lawns in or around on-campus residence areas.
 - D. Badly damaged or inoperable vehicles will not be allowed in the Pickwick Park, SH-UG, SH1, or SH2 parking lots more than two weeks regardless of permits or registration. Changing the oil or other automotive fluids in your vehicle as well as the performance of major automotive or body work in or around all parking lots is prohibited.
 - E. Motor vehicles may not be washed in the parking lots.
39. **Weapons and Dangerous Items**
- A. Possession of any firearm (including BB guns and pellet guns) on State university property is a felony and is prohibited on the premises of the University (Section 626.9, California Penal Code).
 - B. Use or possession of any weapon including, but not limited to rifles, shotguns, handguns, BB guns, air rifles and pistols, paintball guns, bows and arrows, knives, daggers, swords, spears, ninja stars, brass knuckles, and ammunition, is prohibited in housing. This statute applies to all students, faculty, staff and visitors (except sworn peace officers) and to all vehicles while on campus.
 - C. Possession, remodeling, or usage of any item resembling a real weapon, firearm, or explosive is prohibited.
 - D. Firecrackers, fireworks, explosives, flammable chemicals/materials, or pyrotechnics of any nature are not permitted
- NOTE: Violation of this standard is subject to criminal charges, referral to the Dean of Students, and/or termination of license on first time offense.
40. **Windows, Balconies, Ledges, and Roofs**
- A. Tampering with or removing blinds, windows, or window screens from any part of the building is prohibited.
 - B. Students are not permitted on roofs, building ledges, or overhangs.

- C. Throwing objects or liquids from windows, balconies, stairwells or roofs is prohibited.
- D. Using a balcony as a means to store unsightly articles, garbage or University-owned furniture is not permitted. Sitting on, perching on, or jumping over balcony railings is also prohibited.
- E. Shaking, cleaning, hanging or placing any articles from or out of the window, outside window ledges, balconies, landings, or on roofs of the building is prohibited.
- F. Shouting or yelling across or from balconies is disruptive to the community and prohibited.

Appendix B: Mentor/Mentee Matching Form

Full Name: _____ Preferred Name: _____

Title: _____

Educational Background (degrees/certificates):

Please list up to five hobbies/personal interests:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Please list up to three personal challenges you faced in your college career:

1. _____
2. _____
3. _____

Please describe your personality in no more than ten words:

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | |
| 4. _____ | 8. _____ | |

Appendix C: Mentor First Meeting Guide

Sample First Mentor/Mentee Meeting Guide: Getting to Know Each Other

The first few meetings with your mentee are very important and can set the tone for the rest of your time together. Here are some tips to getting your relationship off to a good start.

Before you meet

- Be sure you know your mentee's name and how to spell and pronounce it!
- Review what the assigned conduct coordinator has told you about the student so you have an initial idea about their interests.

At the first meeting

- Greet the student with a smile and handshake. Introduce yourself and say how you'd like to be addressed. Find out how the student likes to be addressed.
- If you can, spend some of the time together doing something active, such as walking around campus or grabbing a snack/bite on campus. Talking while moving feels more comfortable to many people than just sitting face-to-face.
- Rather than asking a lot of questions, start by telling something about yourself, your family, work, or interests. Then ask your mentee to tell you something about themselves.

Activities/conversations to break the ice...

- **Share most and least favorite things** with each other: *My favorite... is... because...* These can be serious or light. Take turns coming up with favorites to talk about. Examples:
 - My favorite movie is... because...
 - My favorite athlete/actor is... because...
 - My least favorite school subject is... because...
 - My least favorite way to travel is... because...
 - My least favorite thing to do on the weekend is... because...
- **Share a goal.** Each person shares a goal for the coming year or month: *One of the things I hope to do this year is ...* Talk about how you could help each other with that goal.
- **Talk about mentoring.** Share a time in your life when you had a mentor, either formal or informal. What was that like for you? What are your hopes for this mentoring relationship? Ask your mentee if he or she has any expectations for the relationship. Find out if there are specific areas of interest the mentee would like to explore with you. Remind the mentee that you were paired with them to provide an outside perspective and guidance to connect the individual going through the conduct process to CI and ask how they would like to incorporate/focus on this.

Before ending your first session

- Exchange preferred contact information.
- Agree that both of you will let the other person know if you cannot make a meeting.
- Schedule the next and final required meeting. If you are willing, you can welcome future meetings after the required ones are completed.
- Ask your mentee if he or she has any questions about you or the commitment.

Remember that this first meeting may feel a little awkward or uncomfortable, but don't get discouraged. If you have any problems please reach out to your assigned conduct officer. Thank you for volunteering your time and making a difference in the life of this student. Your efforts will hopefully create a positive impact and increase student retention at CI related to conduct violations.

Appendix D: My Goals Worksheet

My Goals

Directions for students: Make a goal for each area of your life in each box. Make the goals realistic and achievable in the timeframe indicated. Think about what support or resources you might need and how you will know you have reached your goals. Be sure that your goals are SMART (Specific, Measurable, Achievable, Realistic, and Time-Based).

LIFE AREA	NEXT MONTH	3 MONTHS	LONG TERM
My Education College, post-baccalaureate, certifications, etc.			
My Job and Career skill development, resume prep, job shadowing, career explorations, etc.			
My Family and Friends family relationships, parenting goals, goals for or with friends, support network, mentors, etc.			
My Health physical health, emotional health, exercise and nutrition, rest and relaxation, etc.			
My Finances savings, debt, credit, money management, budgeting, asset development, etc.			
My Leadership skills to develop, opportunities I want, community service, civic engagement, upcoming elections, etc.			
Other spiritual practice, housing, other personal goals, etc.			

Appendix E: CORE Program PowerPoint Presentation

Getting involved in the sanction: A sanctioned program proposal for alcohol and marijuana used in on campus housing during the undergraduate university experience

5/19/2016
Principal Investigator: Tanya Yancheson

?

Would an educational sanction course increase retention of students who violate CI Housing Community Living Standards?

20.2 million
Enrolled in degree granting postsecondary institutions (NCES, 2015)

Level and control of institution, enrollment type, and postsecondary status and year of study	2015 Enrollment															
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Aggregate enrollment	20,202,372	20,212,212	20,222,052	20,231,892	20,241,732	20,251,572	20,261,412	20,271,252	20,281,092	20,290,932	20,300,772	20,310,612	20,320,452	20,330,292	20,340,132	20,349,972
Postsecondary enrollment	10,852,112	10,861,952	10,871,792	10,881,632	10,891,472	10,901,312	10,911,152	10,920,992	10,930,832	10,940,672	10,950,512	10,960,352	10,970,192	10,980,032	10,989,872	11,000,000
Undergraduate enrollment	8,452,112	8,461,952	8,471,792	8,481,632	8,491,472	8,501,312	8,511,152	8,520,992	8,530,832	8,540,672	8,550,512	8,560,352	8,570,192	8,580,032	8,589,872	8,600,000
Graduate enrollment	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000	2,400,000

63.9%

Six-year Bachelor's Degree retention rate
(National Center for Higher Education Management Systems, 2008)

Retention
Students choosing to leave an institution contribute towards retention percentages with freshmen college students being the most likely to drop out of their institution (Neal, Lewis & Solur, 2015).

Marijuana
Although there are many drugs creeping into the educational experience, one study revealed that one third of people that choose to smoke marijuana began using the drug in college (Bach-Lyrtak, Lee, Strick, & Washburn, 2000).

What is affecting this?
Financial loss: Students leaving the institution contribute a financial loss, decreased graduation rate and might affect the view of multiple communities for the campus (Lau, 2003).
Drugs: Due to the negative health effects and illegal nature of illicit drugs there is often an associated stigma from the general society (Palmer, Holtz & Rang, 2003).

Risk taking
With risk taking being commonly present in a student's first year at a university, it is possible that this may influence violation involving behavior (Lau & De Jong, 2003; Sifer et al., 2008).

Contributing Factors
Previous studies have speculated that emotional stress from the transition from high school into college is a contributing factor resulting in an increase in drug use (Fronne, Gartin & Kruek, 2008).

Kohlberg's Theory of Moral Development (Kohlberg & Neel, 1977)

Domella (1977) identified a few clusters of theories that can be applied to the student academic and judicial setting including the following: Identity Development theory of Chikering (1982) and Chikering and Kusser (1993), the moral development theories of Kohlberg (1981), Gilligan (1992) and Rest (1977), the Intellectual and ethical Development model of Perry (1974) and involvement theory by Arie (1993) (p.7).

Pre-conventional, Conventional, Post-conventional.

Level 1: Pre-conventional morality

Level 2: Conventional morality

Level 3: Post-conventional morality

Stage 1: Obedience and punishment behavior driven by avoiding punishment.

Stage 2: Instrumental behavior driven by mutual approval.

Stage 3: Social contract behavior driven by balance of social order and individual rights.

Stage 4: Authority behavior driven by obeying authority and conforming to social order.

Stage 5: Universal ethics behavior driven by internal moral principles.

Characteristic	2000				2001				2002				2003				2004			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Age	19.0	19.0	19.0	100	19.0	19.0	19.0	100	19.0	19.0	19.0	100	19.0	19.0	19.0	100	19.0	19.0	19.0	100
Sex	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Marital Status	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Married	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Never Married	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Divorced	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Widowed	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Married (with children)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Married (no children)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Never Married (with children)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Never Married (no children)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Divorced (with children)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Divorced (no children)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Widowed (with children)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Widowed (no children)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Changes in Post-Secondary Use of Marijuana by College Characteristics
(Moller-Kuo, Lee, Silvestro, 2003)

“
 Half of all full-time college students (38 million) binge drink, abuse prescription drugs and/or abuse illegal drugs. Almost 1 in 4 of the nation's college students (22.9%, some 18 million) meet the medical criteria for substance abuse or dependence, 2 and a half times the proportion (8.5%) of those who meet the criteria in the rest of the population (Califano, 2007, para. 3).

Why are they doing this?

Physical
 (Califano, 2007)
 X Toxic
 X Medication
 X Alcohol

Psychological
 Although exercise was instrumental in to be a sports player in the days they are now students was a physical element to their lives (Califano, 2007).

Personal
 Some studies indicate a correlation between high rates of alcohol consumption and drug use, indicating that the more students are more likely to use drugs or have alcohol because the act is related to more enjoyable and making the most of their time (Califano, 2007).

Academic
 Since 1999, the degree of drinking to the point of causing physical harm to the body has increased, with a rise in the following examples: Drinking 5 or more times after school and 2 or more times in one day is up by 200%, excessive intoxication to the level of 2 or more times in one month is up by 200% and more than 100% of students had on campus drinking in the past year (Califano, 2007).

Peer
 The fear of missing out has high expectations creates a culture where excitement in college or drug use are common (Kornfield, 2010, p. 100).

Environ
 The study showed that low levels of alcohol in the past or present, lower socioeconomic conditions, and single parent households, were significant factors in predicting drug use (Kornfield, 2010, p. 100).

?

Would an educational sanction course increase retention of students who violate CI Housing Community Living Standards?

Administrative and Educational Sanctions
 X 6 step system

What does housing do for conduct sanctions?

# of Steps	Required Meetings and Possible Responses
Step 1 or 2	Meets with: Coordinator of Residential Education, Assistant Coordinator of Residential Education, or the Community Resolution Team. Sanctions include: Formal Warning and educational sanctions.
Step 3	Meets with: Coordinator of Residential Education, Assistant Coordinator of Residential Education, or the Coordinator of Community Programs. Sanctions include: Formal Warning and educational sanctions.
Step 4	Meets with: Coordinator of Residential Education, Assistant Coordinators of Residential Education, or Coordinator of Community Programs. Sanctions include: HRE probation and educational sanctions.
Step 5	Meets with: Associate Director of Residential Education, Coordinator of Residential Education, Coordinator of Community Programs, or designee. Sanctions include: Notification of removal at the end of the semester and denial of student housing eligibility in subsequent academic years.
Step 6	Meets with: Director of Residential Education or designee. Sanctions include: Removal from student housing and denial of student housing eligibility in subsequent academic years.

CI Educational sanction Examples
 (CI Resident Handbook, 2015)

- Community Service Hours:** Students are required to complete a specified number of hours in a specified number of days. Typically students are assigned 3 hours per Step assigned. Since these hours are to give back to the community, they must be completed with the resident's RA, the Village office, or other area within HRE.
- Educational Project:** Students are required to complete a specified educational project. This may include participation in an educational program or activity, writing a paper, and/or completing a project or task.
- No Contact Agreement:** At times, due to conflict or instances of harassment, students are placed on a behavioral agreement/contact that prohibits contact with a specified individual(s). This agreement essentially requires keeping a distance and proactively avoiding contact with another student. If violated, violations of a No Contact Agreement may result in further disciplinary action as a violation of the Non-Compliance standard (see page 10).
- Restitution:** Students are required to make payment for damages to property of the community or another student.
- Housing Relocation:** Students may be asked to relocate or move to another room on campus. The student will be expected to follow room change procedures as outlined in this handbook and provided by HRE. This relocation must be completed in a timely fashion according to the deadline outlined in the sanction.

CI Administrative sanction Examples
 (CI Resident Handbook, 2015)

- Formal Warning (Step 1):** This sanction is typically the first step in the sanction process for most minor violations. This sanction is a warning to ensure the guidelines for student conduct are understood and agreed to by the student. This sanction includes notification of the student's violation and a meeting with the student to discuss the violation and possible consequences of further disciplinary action.
- Housing Probation (Step 2):** This sanction indicates that a student's actions require a more serious response than a formal warning. This sanction includes the removal of the student from the community and the student's removal from the community for a specified period of time. This sanction also includes the student's removal from the community for a specified period of time. This sanction also includes the student's removal from the community for a specified period of time.
- Housing Probation with Notice of Removal (Step 3):** This sanction indicates serious violations of HRE guidelines as stated in the CI Resident Handbook, and informs students that (1) removal will happen at the end of the current semester, and (2) further violations of standards before that time will result in immediate removal from student housing.
- Termination of License (Step 4):** The Director of Housing & Residential Education or his/her designee has the authority to revoke a resident's housing license (contract). Termination of License prohibits the student from continuing to reside in student housing through reactivation of their housing contract. This sanction may also preclude a student from being able to return to student housing for a specific period of time without permission from the director of HRE. Once removed the student may not enter any facility or property operated by HRE.

Per Title V of the California Code of Regulations
<http://www.sos.ca.gov/leg/infocenter/titlev.htm> Title V, Division 5, Chapter 1, Subchapter 3, Article 3 - § 42013. Compliance, Violation, or Revocation - Obligation of the Licensee.
 Students removed from on-campus housing due to disciplinary violations are subject to the full terms of their license agreement, including fees.

Give me numbers from 2014-15...

	Cases	Responsible	Repeat	Removed
Drug Violations	69	17	-	14
Alcohol Violations	157	90	10	1

2015-16...

	Cases	Responsible	Repeat	Removed
Drug Violations	28	10	-	8
Alcohol Violations	80	56		0

Conduct, Restorative Justice, Sanctioning... Oh my!

Common Sense
 Students who are involved with the formal and informal academic and social systems in a college or university tend to stay in school. To be contrary, students who have negative interactions and experiences tend to become disillusioned with the college, withdraw from their peers and faculty members, and ultimately, be retained (p. 10).

Restorative Justice
 Restorative justice takes an involved approach versus punitive and directed incidents and resolution via the judicial process (Lipka, 2006).

Restorative Justice
 Understood, formalized, these conduct efforts are often more effective, may take longer, and decrease the number of repeat offenders (Lipka, 2006).

Sanctions
 Two variables important to retention efforts are academic and social integration (Tibb, 1993). A successful sanction program would incorporate both these elements.

Restorative Justice
 Understood, administrators around the country find restorative justice as the most long-term (Lipka, 2006, p. 36).

Contributing Factors
 Previous studies have speculated that emotional stress from the transition from high school into college is a contributing factor, resulting in an increase in drug use (Fronne, Gentry, & Frank, 2003).



Incorporating broad areas of student development. This approach encompasses a holistic view of the student rather than a myopic perspective of the student's conduct infraction. (Fuegen et al., 2012, p. 1)

Motivational interviewing is a counseling technique that unveils conflicts between the student's values and behavior and connects this with the student's ability to and self-motivation to change (Miller & Rollnick, 2002). This method allows the student to become more aware of how their actions affect their surrounding community (Howell, 2005).



The CORE Program
(Connection, One's Self Awareness, Reflection, Engagement)

<p>Connection Attend with one campus meeting * Volunteer tasks</p>	<p>Reflection Complete write, artistic, visual, or verbal presentation, etc. of the student's learning, awareness of their impact, and goals meeting forward.</p>
<p>One's Self Awareness Motivational Interviewing Values and goals Action oriented Substance use plan</p>	<p>Engagement Attend 1 campus event Attend 1 housing event Attend 1 club meeting Attend with 1 housing or campus event</p>



😊
thanks!

Any questions?

Please complete the provided Feedback Form

Appendix F: Core Program Presentation Feedback Form

1. What was clear or helpful in the presentation?
2. What was unclear in the presentation?
3. What suggestions do you have regarding the rationale for the CORE program?
4. What feedback do you have regarding the proposed CORE program?

Appendix G: CORE Program Infographic



CORE PROGRAM

Second time alcohol violation
First time marijuana violation sanction

Connection

Students are paired with a mentor on campus (professional staff, faculty or administrator) who volunteered to be partnered with a student in the program using a "Get to Know You" questionnaire. Each mentor will meet with a Housing conduct officer to discuss motivational interviewing practices, purpose of mentorship and be provided meeting guides.

The student is required to meet with their mentor two times within a two month time span for at least 30 minutes per meeting. Continued meetings are optional. Although general discussion around the incident will occur, detailed disclosure is the student's choice.



One's Self Awareness

Through an educational and personal approach, motivational interviewing techniques will be used during the initial meeting with the student. The student will guide the discussion by discussing values, goals, and perspectives in relation to the violation, their potential impact and ultimate elimination of/reduced illegal substance use. The "My Goals" sheet will be used.

This initial meeting will satisfy the interaction and awareness need for the student's development. A final decision meeting will occur with the conduct officer to revisit discussed topics.



Reflection

The student will be required to submit a reflection through written, artistic, visual or verbal presentation of the student's learning, representing awareness of their impact and goals moving forward. The student will also need to research an organizational entity within the local community related to substance use.

This educational opportunity connects to Kohlberg and Hersh's (1977) theory of moral development. Misbehavior can be related to the student being torn between the conventional and postconventional stages where they are questioning authority and established rules.



Engagement

The engagement piece is designed to assist the student in making additional peer connections on campus and expose them to different avenues for enjoyment with peers. Peer influence was a leading factor in why students use illegal substances. Zullig, Young and Hussain (2010) discovered that peer connectedness and influence were primary factors in influencing substance use. Hirschi's (1969) theory stated a student's involvement in activities could reduce substance use due to being occupied with other activities.

The student will attend the following activities, one of which the student will assist in.:

- 1 university club meeting
- 1 campus event
- 1 housing event



Timeline for a marijuana or second-time alcohol violation*

*If found responsible



The timeline consists of a horizontal line with circular markers at the beginning and end. Key events are placed above and below the line:

- Start:** Receive conduct letter and schedule meeting through village office within 3 days of letter receipt
- Event 1:** Meet with a conduct officer for the informational meeting. *No sanctions or decisions made in this meeting
- Event 2:** Meet with assigned campus mentor for the first time within two weeks of their final decision meeting
- Event 3:** Attend 1 housing event within four weeks of the final decision meeting
- Event 4:** Attend 1 campus event within four weeks of the final decision meeting
- Event 5:** Attend 1 university club meeting within four weeks of the final decision meeting
- Event 6:** Meet with campus mentor for the second time within four weeks of first mentor/mentee meeting
- End:** CORE Program Completion within 8 weeks of incident informational meeting

Appendix H: CORE Program Learning Outcomes

Violation Stage	Sanctioning Description	PLO	Assessment Tool	Student Development theory
Connection	Paired with a campus mentor	Students will create a connection with a professional staff member on campus to increase involvement and connection student involvement opportunities.	Pre and post survey of student and mentor	Astin's Involvement Theory
		Students will increase their involvement at CI after they participate in the CORE program.	Pre and post surveys	Astin's Involvement Theory
		Students will receive a positive educational perspective/experience through a role model on campus.	Mentor and Student Interviews	
		Students will learn about safe and productive educational opportunities at CI.	Pre and post surveys	
One's Self Awareness	Initial motivational interview where the conduct officer reviews values and goals of the student. The officer will help create a substance plan and discuss action to be taken by the student in the future.	Students will reflect on their experience and learn how such behavior affects their personal values and future goals		Baxtor Magolda's theory of self-authorship
		Students will be able to describe strategies they plan to pursue to achieve their future educational and personal goals.		Bandura's theory of self-efficacy
		Students will discuss the social and educational risks that go along with drug and alcohol use		
		Students will learn how extraneous factors can		

		influence their drug and alcohol use		
		Students will learn about the difference between safe and risky alcohol use		
Reflection	Complete a written, artistic, visual, or verbal presentation of the student's learning, awareness of their impact and goals moving forward.	Students will reflect on their experience through creative mediums.	Pre and post surveys	Baxter Magolda's theory of self-authorship
		Students will learn about their own experience with the involved process	Analysis of product created	Astin's Involvement Theory
		Students will reflect on the impact of their actions on their community.		Kohlberg's Theory of Moral development
		Students will describe their behavioral development, understanding of rule prior and during their time at CI.		Kohlberg's Theory of Moral development
		Students will share and reflect on their academic and personal goals.		Chickering: Vector 3
Engagement	Students will be required to attend 1 campus event, one housing event, and one club meeting. Also, they will have to assist with one campus and one housing event.	Students will learn how to engage with the campus and housing in order to increase chances of involvement.	Pre and Post Survey	Astin's Involvement Theory
		Students will be able to name three on-campus events during the 2016-17 academic year.		
		Students will be able to name three Housing events during the 2016-17 academic year.		
		Students will share one student organization on campus they are interested in.		

Appendix I: CORE Program Sanction Scoring Rubric

Analysis Point	Description of Point	Score 1-5	PLOs
1	The student chose an appropriate method/medium to display their reflection and positive development of personal and academic goals.		
2	The student put forth a proper amount of effort and their project shows a sincere interest in expressing their reflection and personal development.		
3	The project clearly shows that the student properly reflected on their experience in conduct and on the incident/ violation itself.		Students will reflect on their experience through creative mediums.
4	The project clearly displays what the student learned as a result of their involvement in the conduct process.		Students will learn about their own experience with the involved process
5	The project clearly shows how their actions have impacted their community and shows how the students will positively impact their community in the future.		Students will reflect on the impact of their actions on their community.
6	The project clearly shows positive behavioral development and understanding of community living standards.		Students will describe their behavioral development, understanding of rule prior and during their time at CI.
7	The student properly shared and reflected on their academic and personal goals and this reflection is clear in the project they chose to create.		Students will share and reflect on their academic and personal goals.

Appendix J: Core Program Survey Questions for Student

PLO	Survey Questions	Question type
Students will create a connection with a professional staff member on campus to increase involvement and connection student involvement opportunities.	I have made more positive connections with staff and faculty on campus.	Agree or Disagree Range 1-5
	My network of staff and faculty on campus has increased.	
Students will increase their involvement at CI after they participate in the CORE program.	I have participated more in school activities and events.	
	I have joined or looked into more student organizations on campus.	
Students will receive a positive educational perspective/experience through a role model on campus.	I have found role models in the staff and faculty on campus.	
	I have had more positive experiences with faculty and staff on campus.	
Students will learn about safe and productive educational opportunities at CI.	I have learned more about the educational opportunities available on campus.	
	There are many safe and educational ways to be involved on campus.	
Students will reflect on their experience through creative mediums.	I have been able to reflect on my conduct experience in different ways.	
	I had the opportunity to think about my experience in conduct in many different avenues.	
Students will learn about their own experience with the involved process	Analysis Rubric	
Students will reflect on the impact of their actions on their community.	Analysis Rubric	
Students will describe their behavioral development, understanding of rule prior and during their time at CI.	I have a better understanding of the community living standards than I did prior to my conduct experience.	
	The community living standards are clearer to me than they were prior to the conduct process.	
Students will share and reflect on their academic and personal goals.	I was given the opportunity to share and reflect upon my academic and personal goals.	
	The betterment and focus on my personal and academic goals were a large part of the conduct process.	

Students will reflect on their experience and learn how such behavior affects their personal values and future goals	I have a better understanding of how my personal and academic goals are affected by my behavioral decisions.	
	How my behavior can affect my personal and academic goals is much clearer to me.	
Students will be able to describe strategies they plan to pursue to achieve their future educational and personal goals.	I have a clearer plan to pursue my academic and personal goals than I did prior to the conduct process.	
	I can clearly describe the strategy I will use to complete my goals.	
Students will discuss the social and educational risks that go along with drug and alcohol use	I was given the opportunity to discuss the social and educational risks that go along with drug and alcohol use.	
	I have a better understanding of the risks that go along with drug and alcohol use.	
Students will learn how extraneous factors can influence their drug and alcohol use	I have a better understanding about how outside factors in my life can affect alcohol and drug use.	
	I can clearly describe the extraneous factors that can influence drug and alcohol use.	
Students will learn about the difference between safe and risky alcohol use	I have a better understanding of risky drug and alcohol use.	
	I have a better understanding of how drug and alcohol use can be dangerous.	
Students will learn how to engage with the campus and housing in order to increase chances of involvement.	I have a better knowledge of campus and housing engagement to increase chances of involvement.	
	The methods of increasing my involvement with campus and housing are clearer to me than prior to the conduct process.	
	I know the difference between housing and campus events.	
Students will be able to name three on-campus events during the 2016-17 academic year.	Name campus events during the 2016-17 academic year.	Short answer
Students will be able to name three Housing events during the 2016-17 academic year.	Name housing events during the 2016-17 academic year.	
Students will share one student organization on campus they are interested in.	List any student organizations that you are interested in.	