

The NASCAP Project

Outcomes Assessment of the Student Conduct Administration Process:
University of Florida's 2009-2010 SCAPQ Report

Prepared by

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Executive Summary

- A total of 2,012 students completed the SCAPQ. Two-hundred-one of those surveys were completed by students enrolled at University of Florida. The response rate for the University of Florida sample was 9.49%.
- The System Efficacy section of the questionnaire addresses important issues such as clear communication and orientation information (pre-hearing); issues being addressed in a timely manner, being able to be heard, being treated respectfully (hearing); and being treated in a fair and consistent manner (post-hearing). The mean scores from University of Florida respondents on this section of the SCAPQ were well above average and higher than the mean scores for the reference group on all items.
- With respect to Learning Outcomes, the mean scores from University of Florida respondents on each item dealing with increased understanding and personal responsibility were well above average and higher on five of the six items when compared to the reference group.
- Respondents also indicated their level of agreement with statements concerning the likelihood that they will refrain from engaging in similar behavior and if they were more likely to reflect on their sense of personal integrity as a result of their hearing. Finally, respondents were asked the degree to which they learned skills that would help them avoid future misconduct, if they used the strategy, and if they found the new skill to be effective. The mean scores from University of Florida respondents were well above average and higher when compared to the reference group.
- Perceptions about administrators, faculty, staff, and other students may influence how students feel about the institution, its philosophy, and its values. These issues may also affect student willingness to adhere to a student code of conduct. While it is not reasonable to expect student conduct officers to change these environmental factors, they may help explain student conduct. The mean scores from University of Florida respondents were well above average and higher compared to the reference group on six of the seven items.
- The 2009-2010 administration of the SCAPQ suggests that in several areas, the University of Florida student conduct process is evaluated above other institutions involved in the NASCAP Project. A number of the differences observed in University of Florida's mean score and the reference group's mean score were statistically significant, though most of the effect sizes were small or insignificant. In other areas, University of Florida's scores were on par with the other institutions involved in the NASCAP Project.

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Outcomes Assessment of the Student Conduct Administration Process: University of Florida's 2009-2010 SCAPQ Report

Introduction

Outcomes Assessment in Student Conduct Administration

In recent years, assessment of student learning outcomes has garnered increasing levels of attention by higher education stakeholders. Rooted firmly in the accountability movement of the 1990's, outcomes assessment is an attempt at understanding what effect, if any, programs and services have on student attitudes, beliefs, and behavior.

Student conduct systems are not immune from the call for accountability and the need to perform outcomes assessment. The National Assessment of Student Conduct Adjudication Processes (NASCAP) Project was created to aid in assessing the effectiveness of student conduct adjudication processes. This process is accomplished through the administration of two instruments: the Student Conduct Adjudication Processes Questionnaire (SCAPQ) and the Educational Sanction Outcomes Assessment Questionnaire (ESOAQ).

The SCAPQ focuses on the assessment of the processes, procedures, and learning outcomes associated with the adjudication of a student's judicial hearing. The ESOAQ focuses on the assessment of the processes, procedures, and learning outcomes that are associated with educational sanctions. This report details the findings of the 2009-2010 administration of the SCAPQ for University of Florida.

The SCAPQ is comprised of 53 questions divided into four sections. The four sections assess: (a) system efficacy, (b) learning outcomes, (c) environmental press, and (d) the demographic characteristics of referred students. Ten institutions participated in the 2009-2010 administration of the SCAPQ.

Methods

Data collection for this report began in August of 2009 and concluded in June of 2010. An email message was provided to staff members at participating institutions to send to students whose conduct cases had been adjudicated. This email message explained the purpose of the SCAPQ and directed students to a unique survey established for their institution. Approximately one week after the initial email invitation was sent a second reminder email was sent asking students to complete the survey if they had not done so.

A total of 2,012 students completed the SCAPQ. Two-hundred-one of those surveys were completed by students enrolled at University of Florida. The response rate for the University of Florida sample was 9.49%.

Reliability estimates based on the individual sections of the SCAPQ for both the reference group and University of Florida are high.

Items	Reference Group Alpha	UF Alpha
All Questions	.96	.97
System Efficacy	.89	.91
Learning Outcomes	.96	.97
Environmental Press	.88	.89

The response patterns in the SCAPQ were anchored Likert scales and designed to produce interval data that allow for the development of a mean score. The benefit to using a mean score for comparison is that it allows administrators to compare their institutional results to the larger group in a meaningful way. Areas of success and areas in need of improvement can be easily identified. To further assist in this process, differences in the University of Florida respondents' mean scores and the reference group's mean scores were evaluated for statistical significance at the .05 level using one sample t-tests. While the one sample t-test provides information concerning statistically significant differences, a t-test does not provide information concerning practical significance. To that end, Cohen's D, a measure of effect size, was computed for each item. Effect sizes were classified as: insignificant (.19 or less), small effect size (.2 - .49), medium effect size (.5 - .79), and large effect size (.80 or more).

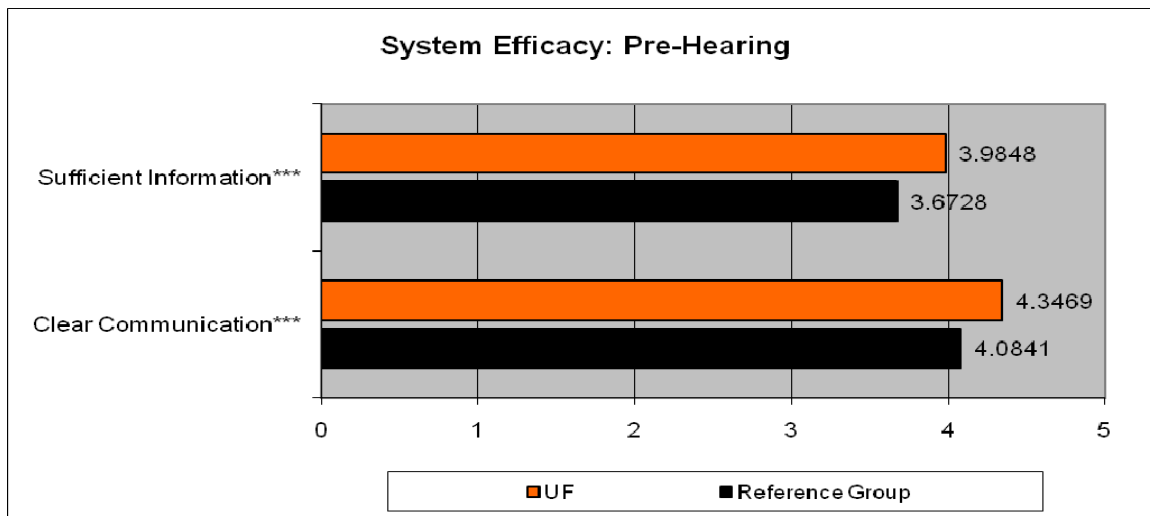
Sections of this Report

Following the introduction, the report details the results of the SCAPQ. Bar charts are used to compare the mean response for the University of Florida's sample to the mean response for all institutions participating in the NASCAP Project. All bar charts are based on responses from 201 University of Florida respondents during the 2009-2010 academic year and a corresponding reference group of 2,012 student respondents from all institutions participating in the NASCAP Project, including University of Florida from the same time period. Variables are grouped by SCAPQ section and appear in sequence: System Efficacy, Learning Outcomes, and Environmental Press. The Appendix contains the complete statistics for each item for those who are interested in this detail. The final part of this report provides information on how University of Florida can remain involved in the NASCAP Project.

System Efficacy

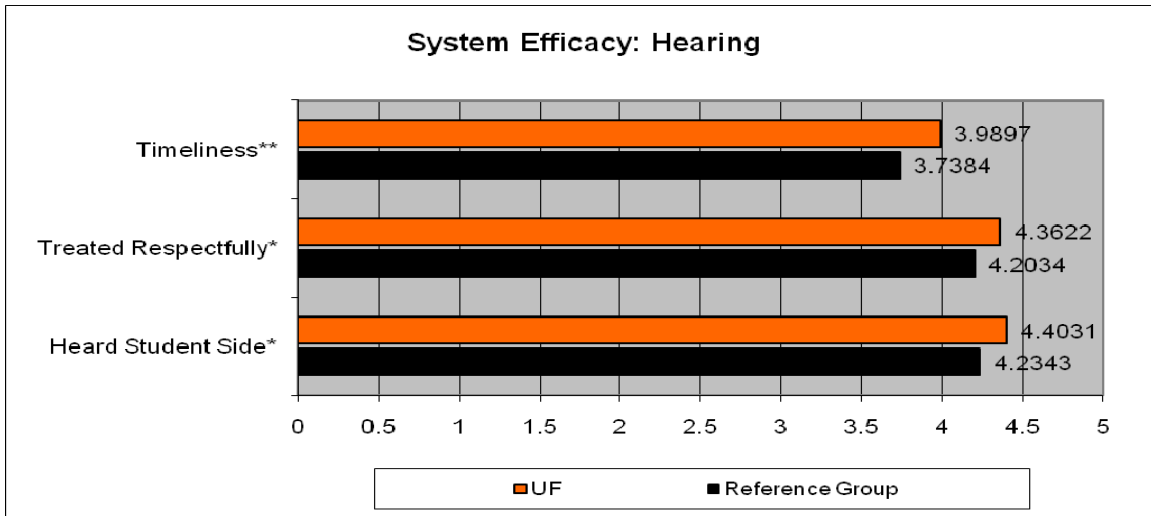
Conduct officers frequently view the hearing process in three parts: the pre-hearing, the hearing, and post-hearing. Seven items in the SCAPQ attend to the effectiveness and efficiency of this process. The System Efficacy section of the questionnaire addresses important issues such as clear communication and orientation information (pre-hearing); issues being addressed in a timely manner, being able to be heard, being treated respectfully (hearing); and being treated in a fair and consistent manner (post-hearing).

Respondents were asked to rate items on a five-point scale (1 = low; 5 = high). The bar chart below shows the mean scores on each of the items addressing pre-hearing information. The mean scores from University of Florida respondents were well above average and higher than the mean scores for the reference group on each of the two items. Both of the differences were statistically significant and the effect sizes were small: Sufficient Information, $d = .26$ and Clear Communication, $d = .27$.



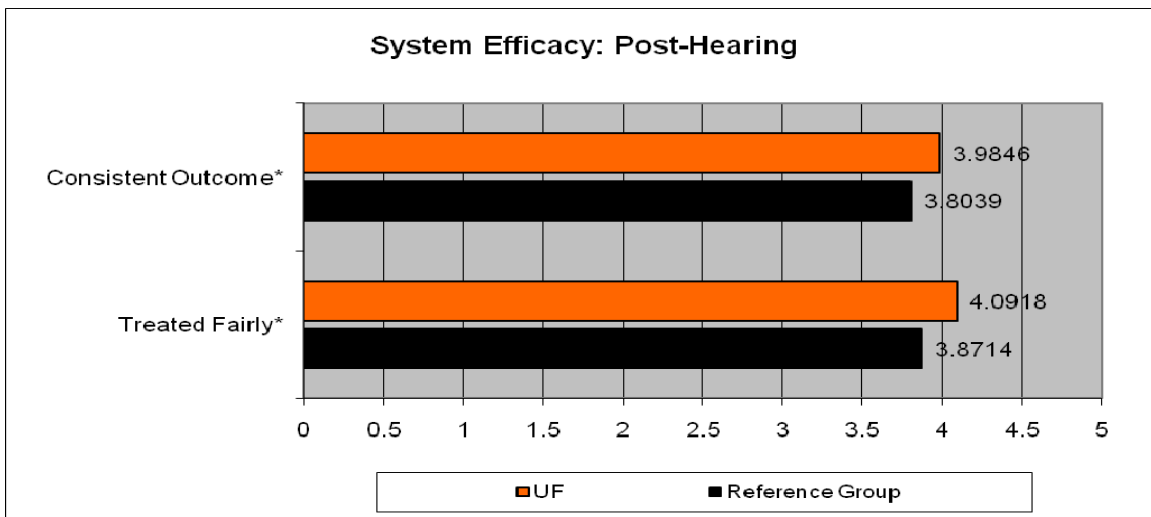
Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

The second bar chart reports values for the items concerning the hearing. Respondents were asked to rate items on a five-point scale (1 = low; 5 = high). The mean scores from University of Florida respondents were well above average and higher on each item when compared to the reference group. Mean scores differed significantly for each item: Timeliness and had a small effect size, $d = .20$. However, the effect size was insignificant for Treated Respectfully ($d = .16$) and Treated Respectfully ($d = .15$).



Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

The final bar chart in this section provides the mean scores for the post-hearing items. Respondents were asked to rate items on a five-point scale (1 = low; 5 = high). The mean scores from University of Florida respondents were well above average and higher than the mean scores when compared to the reference group. These differences were both statistically significant. Consistent Outcome had an insignificant effect size ($d = .15$) as did Treated Fairly ($d = .17$).

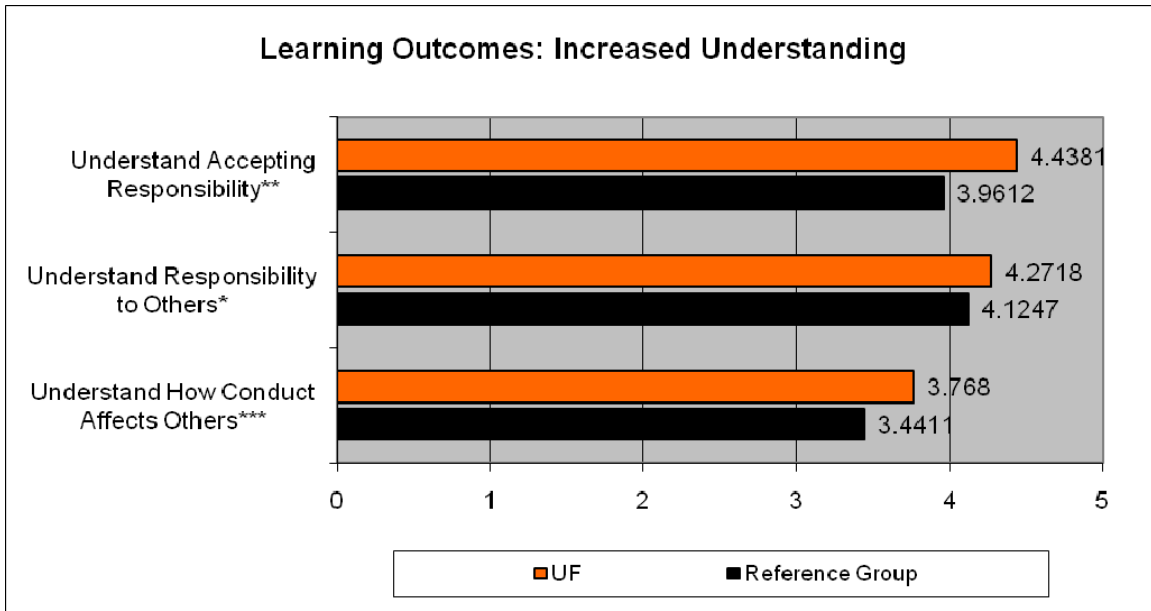


Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

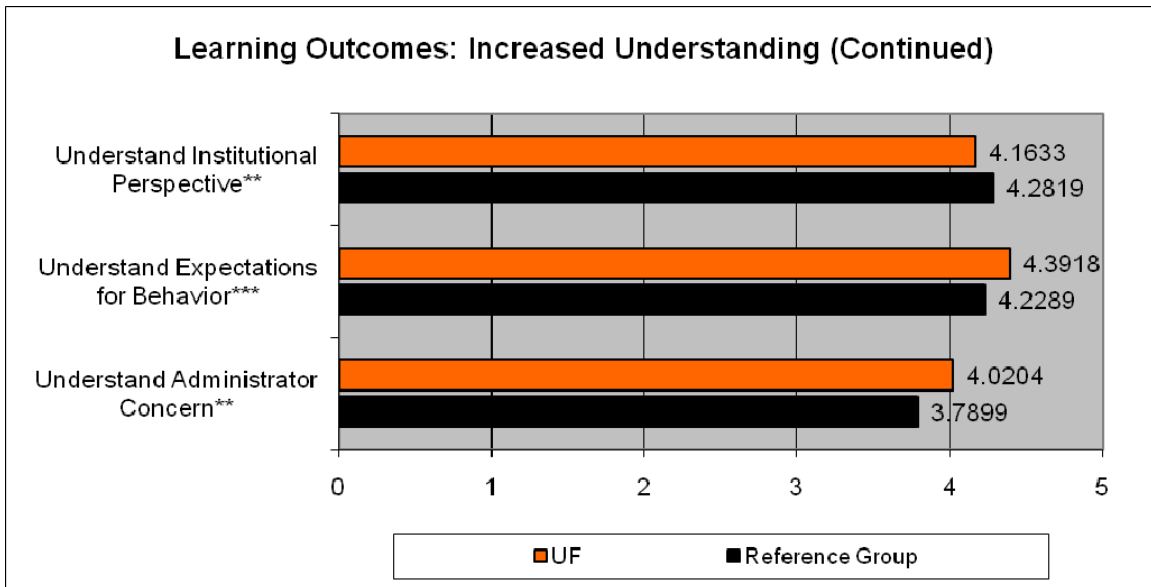
Learning Outcomes

Understanding what happens to students as a result of their interaction with the Conduct System is the major focus of the SCAPQ. To this end, 15 possible outcomes attend to issues of understanding, future behavior, consequences of behavior, and skills acquired.

Respondents rated items on a five-point scale (1 = low; 5 = high). The first two bar charts tilted, “Learning Outcomes: Increased Understanding” show the mean scores on each of the five items dealing with increased understanding and personal responsibility. The mean scores from University of Florida respondents were well above average and higher on all items but one when compared to the reference group.



Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

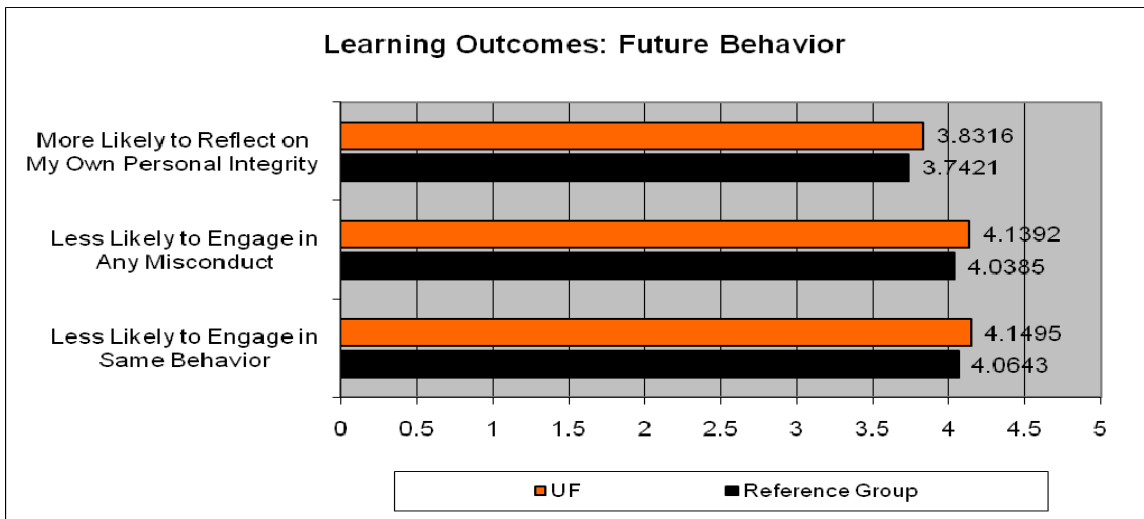


Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

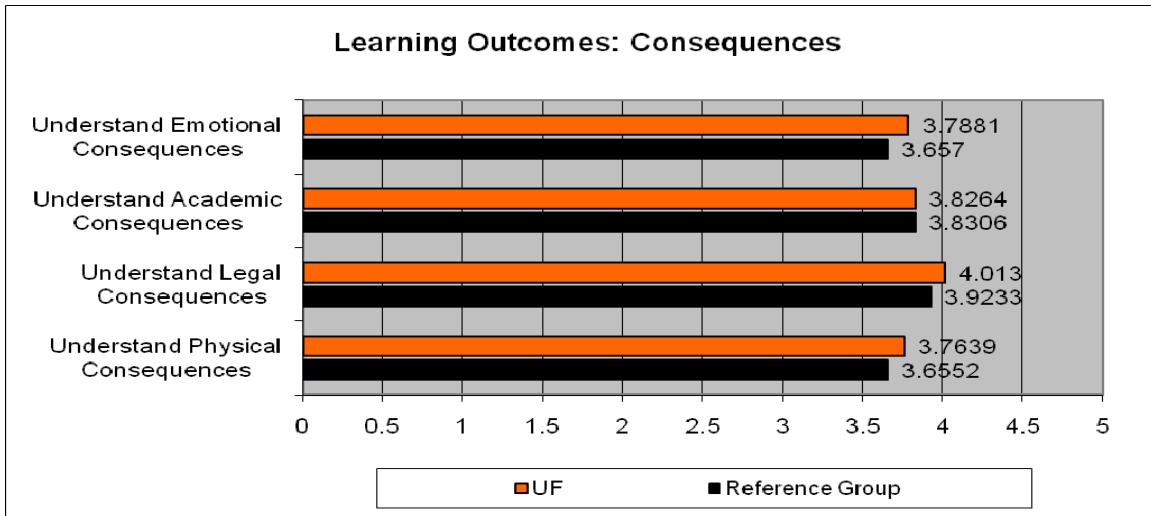
Mean scores differed significantly on each of the six items. : Understand Administrator Concern. The effect size was insignificant for two items; Understand Institutional Perspective ($d = .14$) and Understand Responsibility to

Others ($d = .14$); small for three items, Understand Administrator Concern ($d = .20$), Understand Accepting Responsibility ($d = .22$), and Understand How Conduct Affects Others ($d = .24$); and large for the remaining item, Understand Expectations for Behavior ($d = .68$).

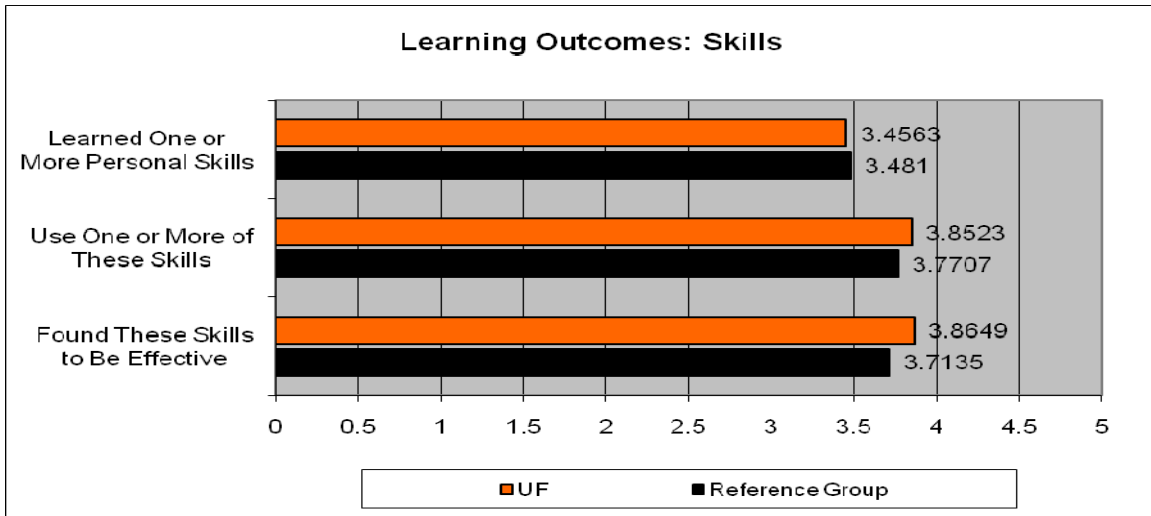
The next series of items deals with future behavior and is titled, “Learning Outcomes: Future Behavior”. Respondents indicated their level of agreement with statements concerning the likelihood that they will refrain from engaging in the same behavior or any misconduct in the future as a result of their interaction with a student conduct officer. An additional item in this subsection asks if they are more likely to reflect on their sense of personal integrity as a result of their hearing. The mean scores from University of Florida respondents were well above average and slightly higher on each item when compared to the reference group’s mean scores. None of these differences were statistically significant.



The next section of the report addresses increased understanding of consequences of misbehavior and is titled, “Learning Outcomes: Consequences”. Respondents indicated their level of agreement with statements concerning their increased understanding of the emotional, academic, legal, and physical consequences of their misbehavior. The mean scores from University of Florida respondents were well above average and higher on three of the four items when compared to the reference group’s mean scores. However, none of these differences were statistically significant.



Finally, students involved in conduct hearings also indicated the degree to which they learned one or more skills that would help them avoid being involved in misconduct, if they used the strategy, and if they found the new skill to be effective in their personal lives. University of Florida mean scores were slightly higher on two items when compared to the reference group. None of these differences were statistically significant.

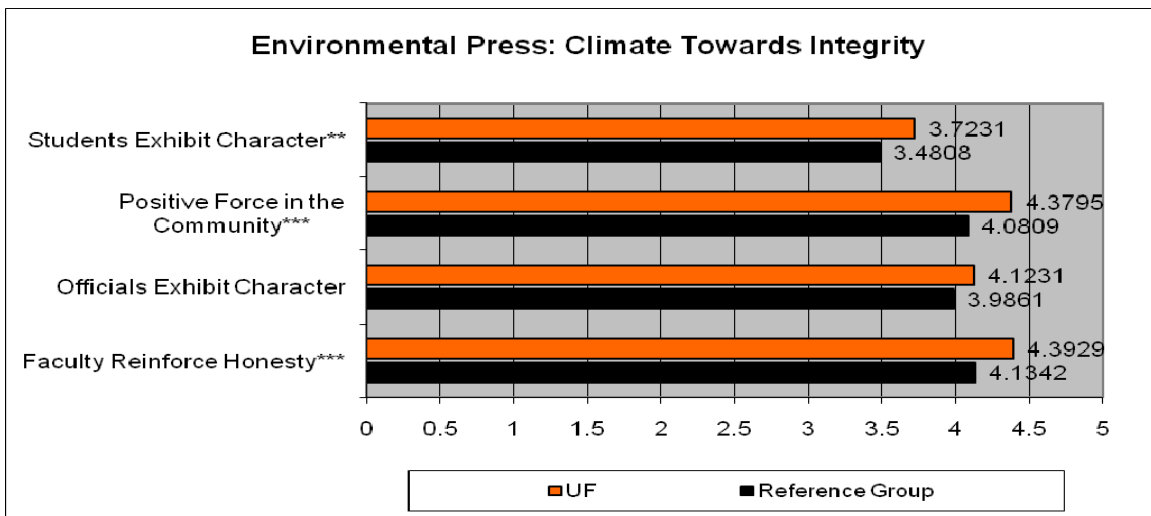


Environmental Press

There are a number of perceptions about administrators, faculty, staff, and other students that may influence how students feel about the institution, its philosophy, and its values. These issues may also affect student willingness to adhere to a student code of conduct. While it is not reasonable to expect student conduct officers to change student opinion about these matters, measuring these factors, however, may help explain student conduct.

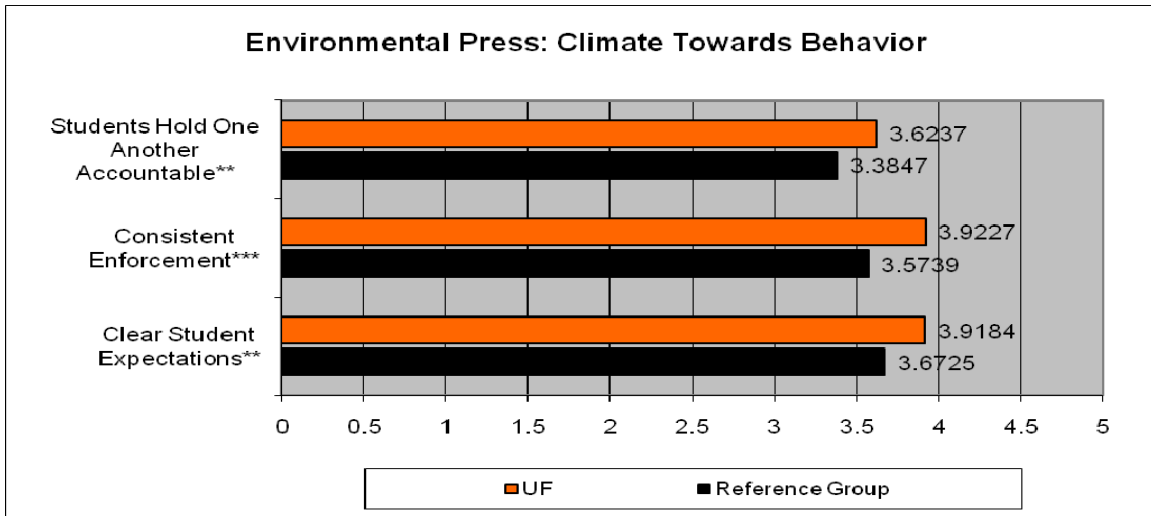
Seven items in the SCAPQ measure what we call the environmental press and attend to such issues as: communicating clearly about expectations for student behavior, reinforcing the importance of academic integrity in the classroom, institutional officials demonstrating high morale character, enforcing general policies in a consistent manner, and maintaining a positive institutional reputation. Students being perceived as having high morale character and being willing to hold one another accountable for their behavior are also included in this section.

Respondents were asked to rate items on a five-point scale (1 = low; 5 = high). The bar chart titled “Environmental Press: Climate Towards Integrity” shown below shows the mean scores on four of the Environmental Press items. The mean scores from University of Florida respondents were well above average and higher on each of the items when compared to the reference group. Three of the differences were statistically significant. All three effect sizes were small: Students Exhibit Character ($d = .20$), Positive Force in the Community ($d = .31$), and Faculty Reinforce Honesty ($d = .28$).



Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

The second and final chart in this section titled “Environmental Press: Climate Towards Behavior” provides the mean scores on the remaining three items in the Environmental Press section. University of Florida mean scores were well above average and higher on each item when compared to the reference group. All three of these differences were significant.



Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

Two of the effect sizes were small (Consistent Enforcement, $d = .29$ and Clear Student Expectations, $d = .22$). The remaining item has an insignificant effect size (Students Hold One Another Accountable, $d = .19$).

Conclusion

The 2009-2010 administration of the SCAPQ suggests that in several areas, the University of Florida student conduct process is evaluated above other institutions involved in the NASCAP Project. A number of the differences observed in University of Florida's mean score and the reference group's mean score were statistically significant, though most of the effect sizes were small or insignificant. In other areas, University of Florida's scores were on par with the other institutions involved in the NASCAP Project.

Involvement in NASCAP

The multi-institution NASCAP Project assesses student conduct systems. By assessing the efficacy of student conduct systems, the learning outcomes of student conduct systems, the institutional environment, and the demographic characteristics of respondents; the NASCAP Project provides student conduct administrators critical information concerning the effectiveness of their student conduct systems.

To remain involved in the NASCAP Project for the 2010-2011 academic year, or to obtain access to the University of Florida raw data please contact either Steve Janosik (smjanosik@comcast.net) or Racheal Stimpson (rachealstimpson@gmail.com).

For more information about the NASCAP Project please visit: www.nascaproject.org.

Appendix A
SCAPQ Statistics by Item

	UF	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
System Efficacy – Pre-Hearing						
Sufficient Information	3.9848	3.6728	3.606	196	0	0.26
Clear Communication	4.3469	4.0841	3.685	195	0	0.27
System Efficacy – Hearing						
Timeliness	3.9897	3.7384	2.75	194	0.007	0.20
Treated Respectfully	4.3622	4.2034	2.069	195	0.04	0.15
Heard Student Side	4.4031	4.2343	2.199	195	0.029	0.16
System Efficacy – Post-Hearing						
Consistent Outcome	3.9846	3.8039	2.127	194	0.035	0.15
Treated Fairly	4.0918	3.8714	2.446	195	0.015	0.17
Learning Outcomes – Increased Understanding						
Understand Institutional Perspective	4.1633	4.2819	2.647	195	0.009	0.19

	UF	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Learning Outcomes – Increased Understanding (Continued)						
Understand Expectations For Student Behavior	4.3918	4.2289	9.439	193	0	0.68
Understand Administrator Concern	4.0204	3.7899	-2.823	195	0.005	0.20
Understand Accepting Responsibility	4.4381	3.9612	3.072	193	0.002	0.22
Understand My Responsibility to Others	4.2718	4.1247	1.971	194	0.05	0.14
Understand How Conduct Affects Others	3.768	3.4411	3.278	193	0.001	0.24
Learning Outcomes – Future Behavior						
More Likely to Reflect on My Own Personal Integrity	3.8316	3.7421	0.878	195	0.381	0.06
Less Likely to Engage in Any Misconduct	4.1392	4.0385	1.17	193	0.243	0.08
Less Likely to Engage in Same Behavior	4.1495	4.0643	0.944	193	0.346	0.07

	UF	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Learning Outcomes – Consequences						
Understand Emotional Consequences	3.7881	3.657	1.115	150	0.267	0.09
Understand Academic Consequences	3.8264	3.8306	-0.035	143	0.972	0.00
Understand Legal Consequences	4.013	3.9233	0.847	153	0.398	0.07
Understand Physical Consequences	3.7639	3.6552	0.929	143	0.355	0.08
Learning Outcomes – Skills						
Learned One or More Personal Skills	3.4563	3.481	-0.203	159	0.839	0.02
Used One or More of These Skills	3.8523	3.7707	0.731	148	0.466	0.06
Found These Skills to Be Effective	3.8649	3.7135	1.371	147	0.173	0.11

	UF	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Environmental Press – Climate Towards Integrity						
Students Exhibit Character	3.7231	3.4808	2.753	194	0.006	0.20
Positive Force in Community	4.3795	4.0809	4.379	194	0	0.31
Officials Exhibit Character	4.1231	3.9861	1.843	194	0.067	0.13
Faculty Reinforce Honesty	4.3929	4.1342	3.847	195	0	0.28
Environmental Press – Climate Towards Behavior						
Student Accountability	3.6237	3.3847	2.655	193	0.009	0.19
Consistent Enforcement	3.9227	3.5739	4.049	193	0	0.29
Clear Student Expectations	3.9184	3.6725	3.073	195	0.002	0.22

Appendix B

Participating Institutions

Drexel University

Duke University

Immaculata University

Louisiana State University

Mount Union College

Old Dominion University

Palm Beach Atlantic University

Rhodes College

Texas A&M

Texas Tech University

University of Colorado - Denver

University of Florida

University of Mary Washington

University of Minnesota TC

University of Mississippi

University of Scranton

University of South Florida

University of Texas - Austin

University of Vermont

Virginia Tech