



Outcomes Assessment of the Student Conduct Administration Process:
University of Florida's 2011-2012 SCAPQ Report

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July 2012

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Suggested citation: Janosik, S. M., & Stimpson, R. L. (2012). *Outcomes Assessment of the Student Conduct Administration Process: University of Florida's 2011-2012 SCAPQ Report*. Blacksburg, VA: NASCAP Project.

Executive Summary

- A total of 1,955 students completed the SCAPQ. Forty-six students at University of Florida completed questionnaires, resulting in a 6% response rate.
- 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 were above the midpoint of the scale and higher on most of the items when compared to the reference group. However, none of these differences were statistically significant.
- With respect to Learning Outcomes, the mean scores from University of Florida respondents on each item were well above the midpoint of the scale and mixed when compared to the reference group. The observed differences were not statistically significant.
- 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 the University of Florida respondents were well above the midpoint of the scale and higher on each item 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 the University of Florida were well above the midpoint of the scale and again mixed when compared to the reference group.
- The 2011-2012 administration of the SCAPQ suggests that in almost all areas, those students who have experience with the system evaluated University of Florida's student conduct process on par with other institutions in the NASCAP Project. While differences in two mean scores were statistically significant, the effect sizes were small and these results may not have practical significance.

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Outcomes Assessment of the Student Conduct Administration Process: University of Florida's 2011-2012 SCAPQ Report

Introduction

Outcomes Assessment in Student Conduct Administration

The call for assessment of student learning outcomes has become nearly ubiquitous in higher education. Grounded in the ongoing accountability movement, outcomes assessment is an attempt at understanding what effect, if any, programs and services have on student attitudes, beliefs, and behavior.

Given the continued emphasis upon assessment of student learning, student conduct administrators find themselves charged with documenting the effect their program and services are having on students. The National Assessment of Student Conduct Adjudication Processes (NASCAP) Project was created to assist student conduct administrators in accomplishing outcomes assessment of student conduct systems. Consultants with the NASCAP Project administer two assessment instruments through the academic year: 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 conduct 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 2011-2012 administration of the SCAPQ for University of Florida.

Comprised of 53 questions divided into four sections, the SCAPQ assess: (a) system efficacy, (b) learning outcomes, (c) environmental press, and (d) the demographic characteristics of referred students. Items appearing on the system efficacy, learning outcomes, and environmental press sections of the SCAPQ were grouped through factor analysis. Reliability coefficients for these scales are found on page 2 of this report and indicate a high degree of reliability among items. During the 2011-2012 administration of the SCAPQ, 24 institutions participated administered the SCAPQ.

Methods

Data collection for the SCAPQ started in August of 2011 and concluded in June of 2012. Staff members at participating institutions sent email messages to students whose conduct cases had been adjudicated. The first 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 invitation, a second email was sent asking students to complete the survey if they had not already done so.

Student conduct staff members at University of Florida invited 762 students to complete the SCAPQ. Forty-six completed questionnaires, resulting in a 6% response rate. A total of 1,955 students at all participating institutions completed the SCAPQ. This sample is referred to as the reference group.

Reliability estimates of the SCAPQ based on all the items and the individual sections of the SCAPQ for both the reference group and the University of Florida sample are high. These Cronbach Alpha coefficients are shown in the table that appears next:

Items	Reference Group Alpha	UF Alpha
System Efficacy	.91	.92
Learning Outcomes	.94	.89
Environmental Press	.89	.85
Total SCAPQ	.96	.94

While the SCAPQ items have undergone exploratory factor analyses and scales were identified through these analyses, scale and sub-scale scores have not been calculated. For purposes of this report, an item-by-item analysis has proven to be much more useful.

All SCAPQ were anchored Likert-items were designed to produce interval data that allow for the development of a mean score. Using a mean score in this manner allows for the easy comparison of University of Florida's scores to the larger reference group. Moreover, all observed differences were evaluated using a one sample t-test. Differences are flagged as being statistically significant at and below the .05 level. Additionally, Cohen's D, an effect size measure, is provided. Effect sizes are classified as being insignificant (.19 and below), small (.20 - .49), medium (.50 - .79), and large (.80 or larger).

Comparing scores in the previously defined manner allows administrators to discern easily areas of success, as well as areas where improvement can be made. Generally speaking, a difference that is both statistically significant and has an effect size that is classified as at least medium in strength is a difference worth noting. All of the data, regardless of significance, are useful in determining which areas of the conduct system might be targeted for improvement.

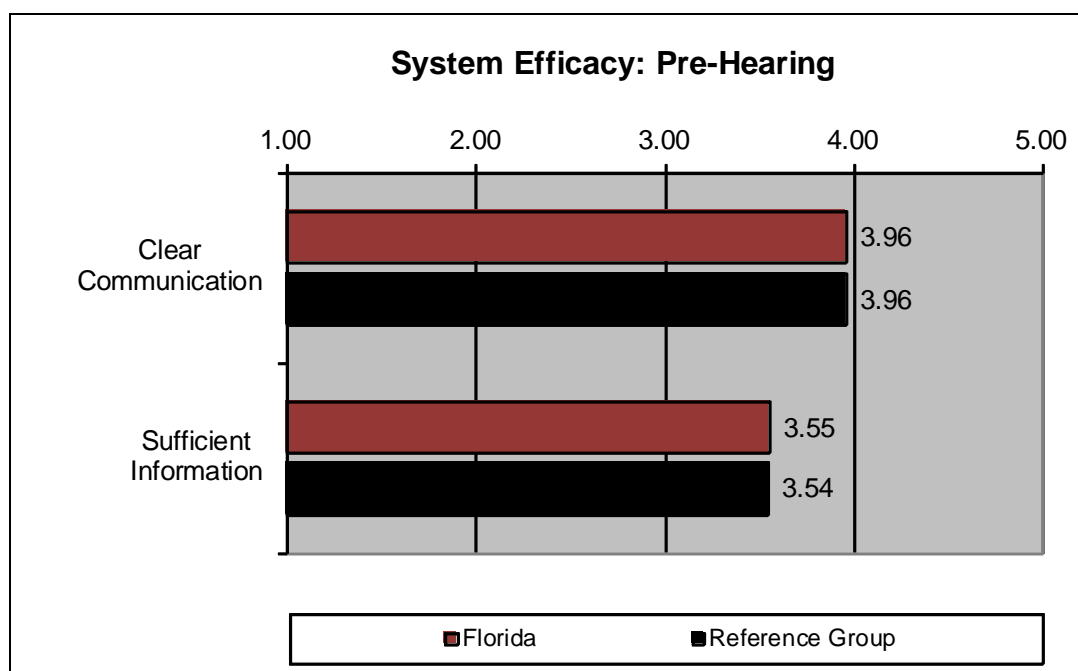
Sections of this Report

Following the introduction, the report details the results of the SCAPQ. We provide bar charts to compare the mean responses for the University of Florida sample to the mean responses for the reference group. All bar charts are based on responses from 46 University of Florida respondents during the 2011-2012 academic year and a corresponding reference group from 24 institutions, including University of Florida from the same time period. The report is organized by SCAPQ section: System Efficacy, Learning Outcomes, and Environmental Press. The final part of this report provides a brief conclusion and information on how University of Florida can remain involved in the NASCAP Project. The appendices contain complete statistics for each item and a list of NASCAP participants for those who are interested in this detail.

System Efficacy

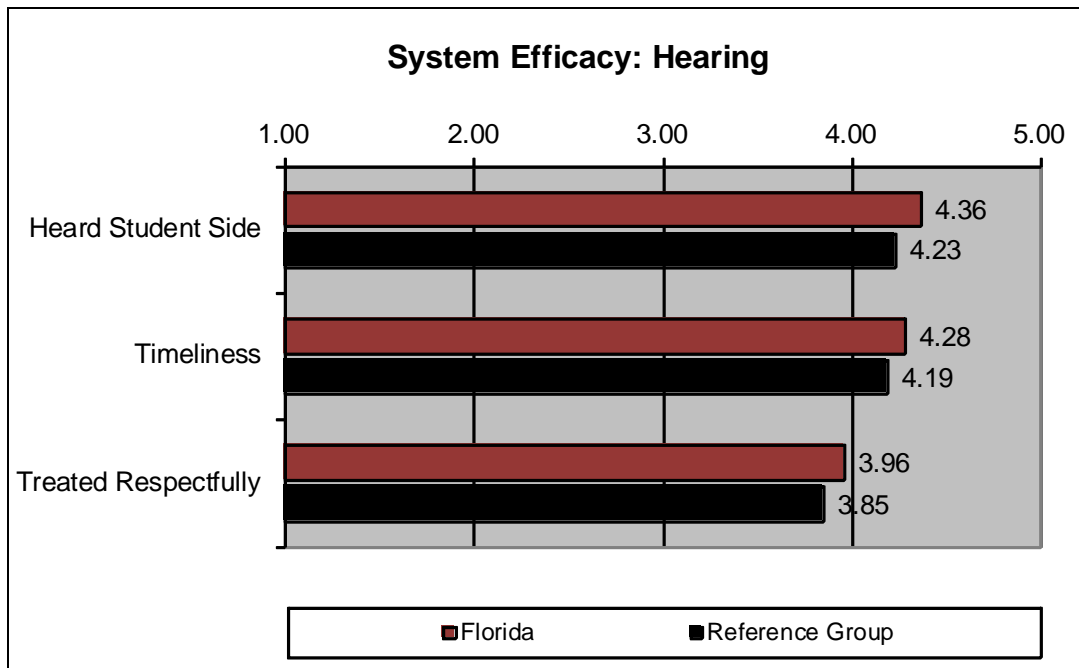
The System Efficacy section of the SCAPQ can be divided into three parts composed of seven items. Pre-hearing items probe the clarity of communication and quality of orientation information. Hearing items gauge if charges were resolved in a timely manner and if students were treated respectfully. Finally, post hearing items examine the degree to which students believed they were treated fair and consistently.

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 tied on one item and slightly higher on the remaining item when compared to the reference group. No statistically significant differences were observed.



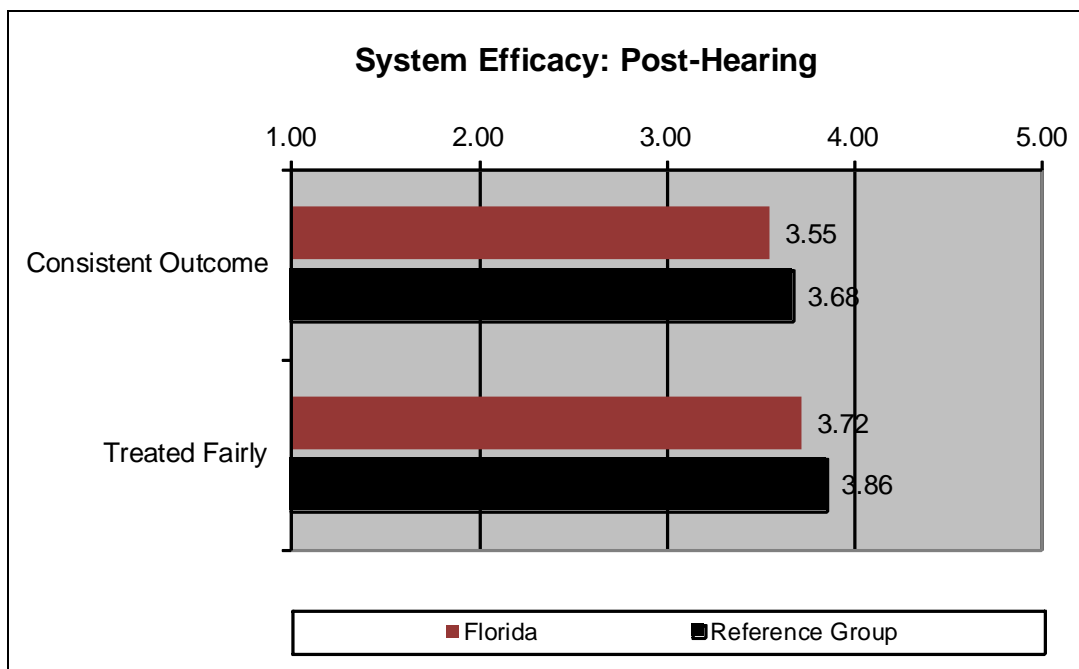
Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

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 above the midpoint of the scale and higher on each item when compared to the reference group. However, none of the observed differences were statistically significant.



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 were above the midpoint of the scale and slightly lower when compared to the reference group. Yet, neither of the differences in scores rose to the level of statistical significance.

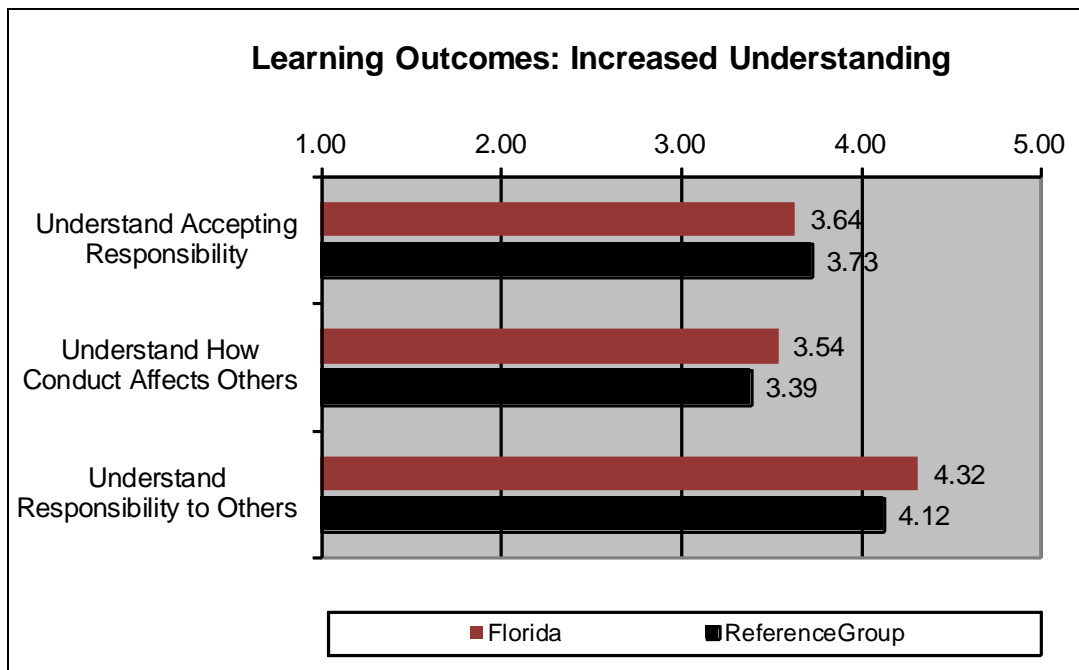


Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

Learning Outcomes

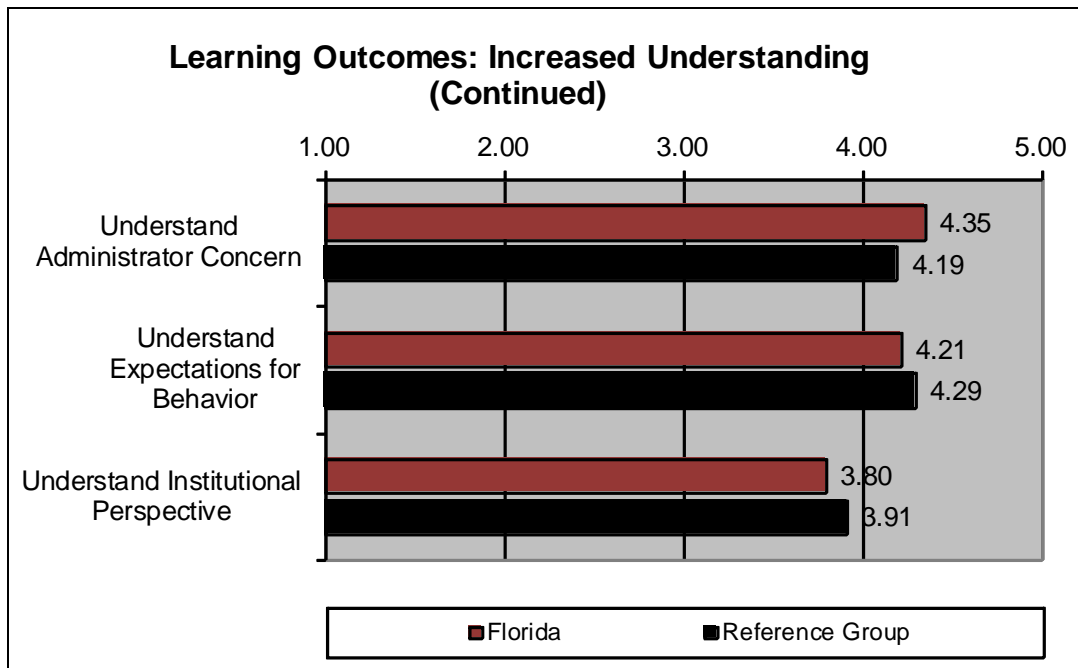
The major focus of the SCAPQ is to understand the degree of learning that occurred as a result of a student interacting with the student conduct system. Fifteen items focus on student learning and are grouped into four categories: increased understanding, future behavior, consequences and skills. As in the System Efficacy section, respondents rated items on a five-point scale (1 = low; 5 = high).

The first two bar charts titled, “Learning Outcomes: Increased Understanding” show the mean scores on each of the six items dealing with increased understanding and personal responsibility. The mean scores from University of Florida respondents were higher than the midpoint of the scale. Additionally, University of Florida mean scores were slightly lower on one item and slightly higher on the remaining two items when compared to the reference group. None of these differences were statistically significant.



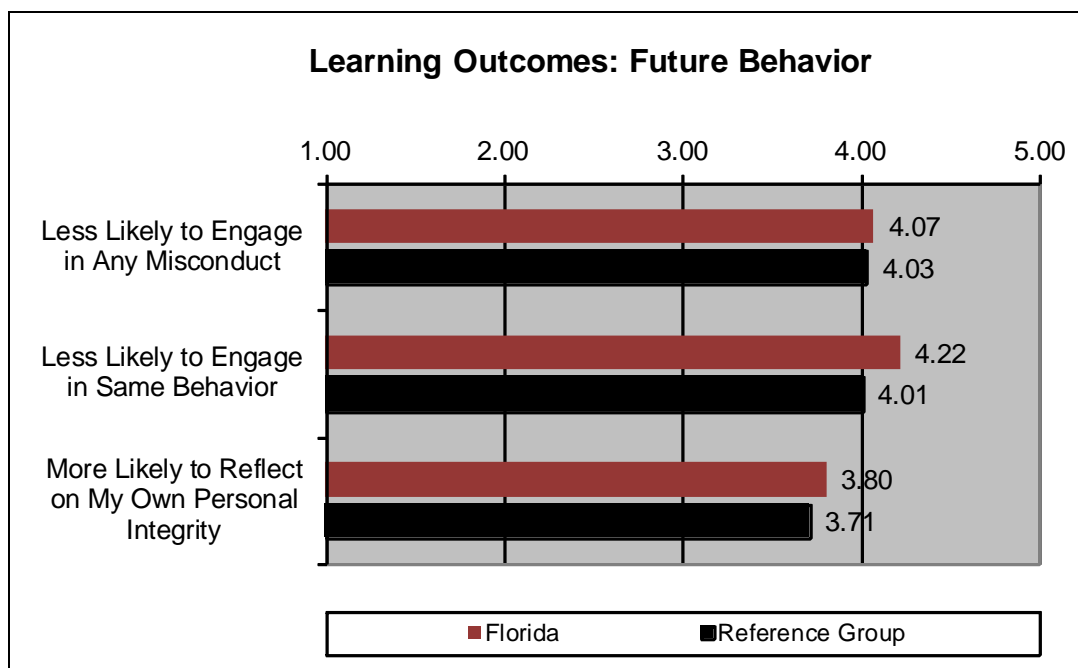
Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

On the additional items concerning increased understanding, mean scores for University of Florida students were also higher on all but one of the items when compared to the reference group. The differences were not statistically significant.

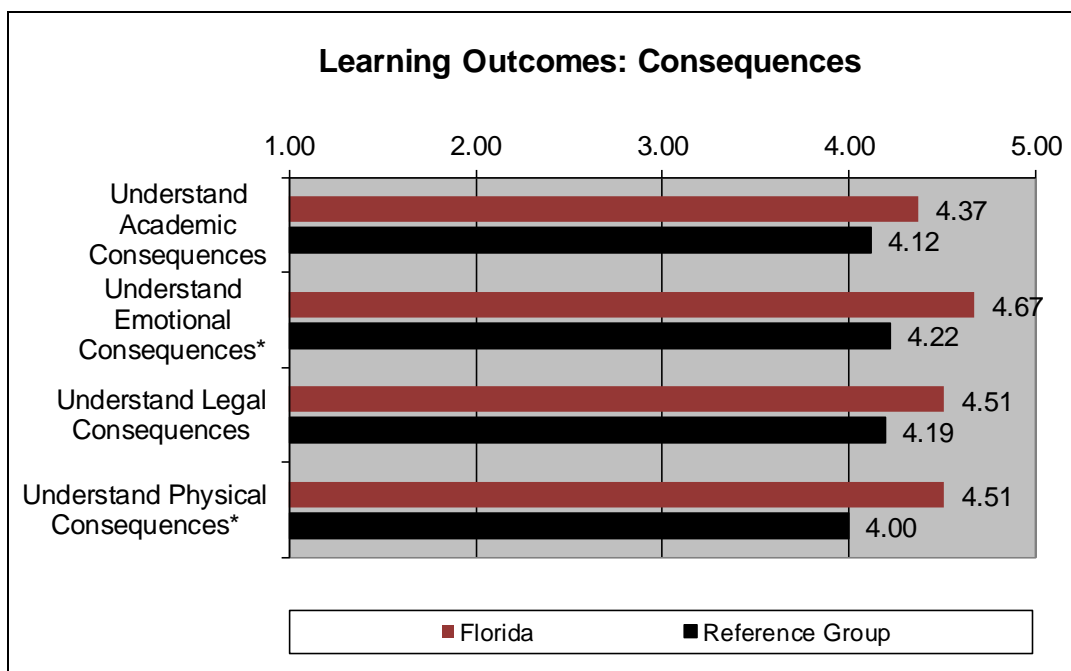


Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

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 would 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 asked if they were 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 higher than the midpoint of the scale and higher when compared to the reference group. The differences were not statistically significant.

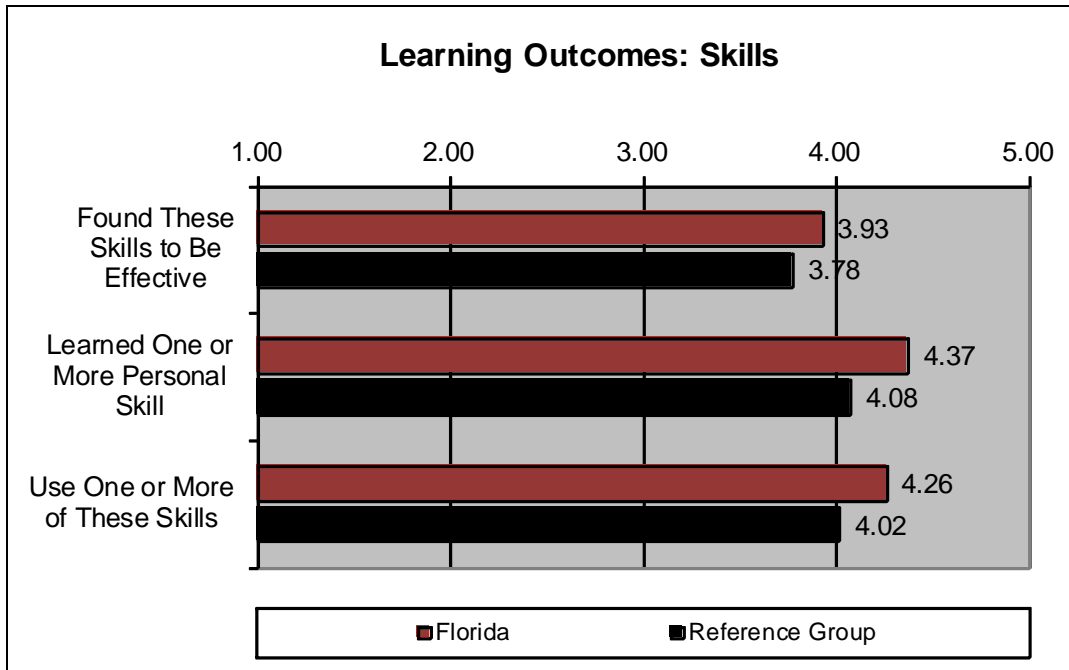


The next section of the report addresses increased understanding of consequences of misbehavior and is titled, “Learning Outcomes: Consequences.” Respondents indicated their level of agreement with statements concerning their increased understanding of the emotional, academic, legal, and physical consequences of their misconduct. The mean scores from University of Florida respondents were higher on each item when compared to the reference group. Additionally, two of the differences (Understand Emotional Consequence and Understand Physical Consequences) were statistically significant. The effect sizes for these items were classified as small, indicating little practical difference.



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

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’s mean scores were again higher when compared to the reference group. However, differences were not statistically significant.



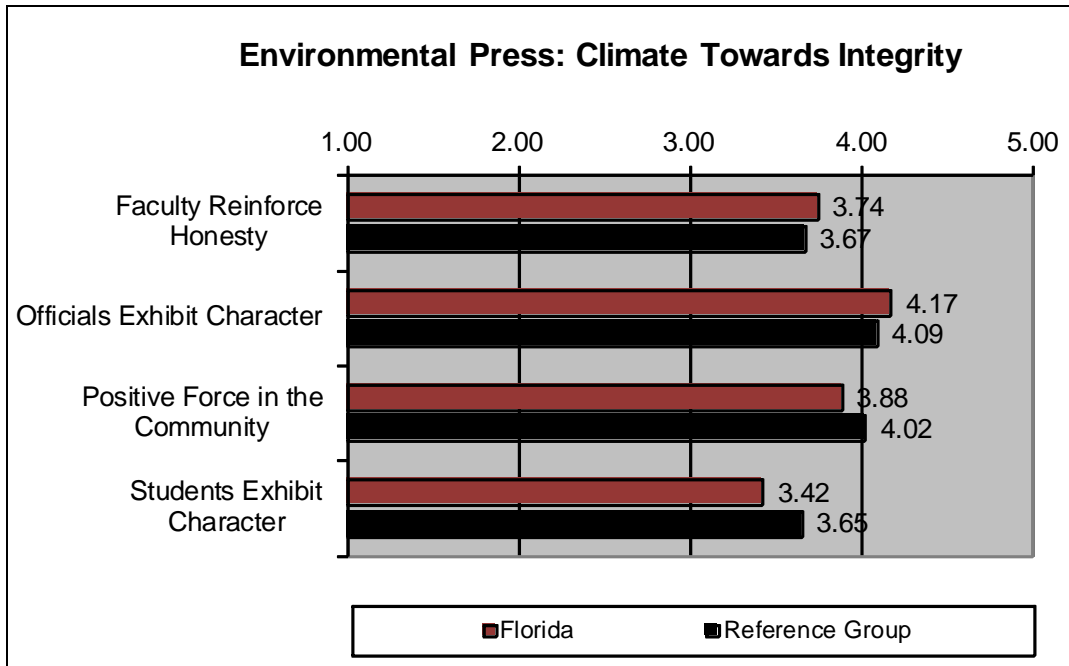
Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

Environmental Press

How students perceive administrators, faculty, staff, and other students may influence feelings about the institution, its philosophy, and its values. These issues may also correlate to student willingness to adhere to a student code of conduct. While it is not reasonable to expect student conduct officers to influence student opinion about these matters, measuring these factors, however, may help explain student conduct.

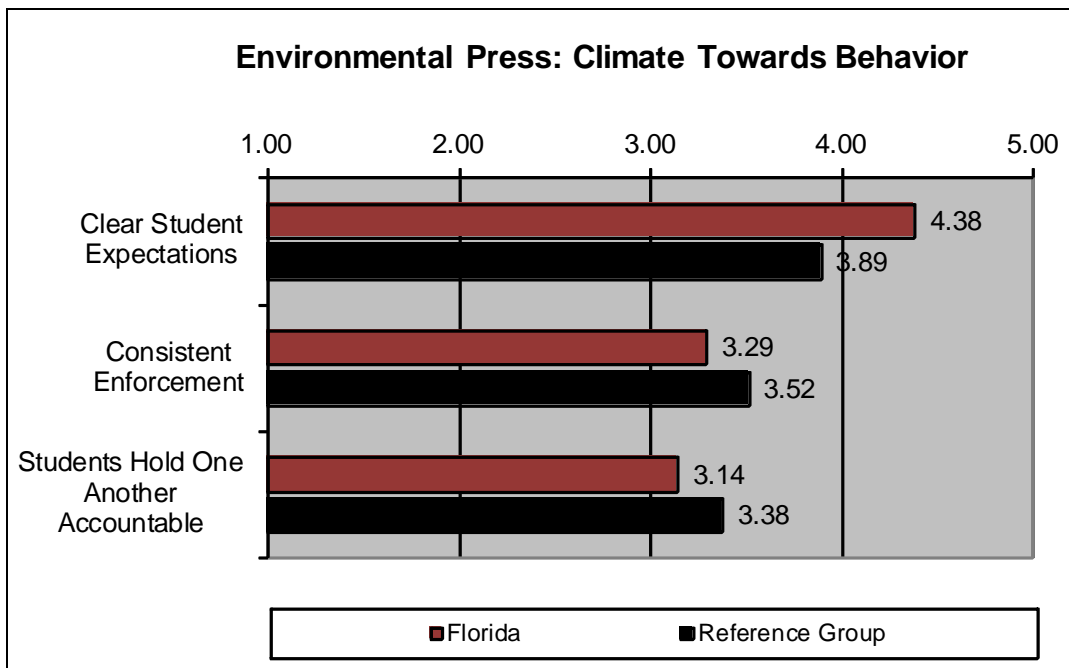
Environmental Press is measured by seven items on the SCAPQ. These items gauge communications about expectations for student behavior, the degree to which faculty reinforce the importance of academic integrity in the classroom, if institutional officials demonstrate high moral character, if general policies are enforced in a consistent manner, and if the institution maintains a positive reputation in the community. Items that address whether students are perceived as having high moral character and are perceived as 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 next displays the mean scores on four of the Environmental Press items. The mean scores from University of Florida respondents were higher than the midpoint of the scale and mixed when compared to the reference group. None of the differences were statistically significant.



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 again higher than the midpoint of the scale, and higher on one item and lower on the remaining two items when compared to the reference group. None of these differences were statistically significant.



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

Conclusion

The 2011-2012 administration of the SCAPQ suggests that in almost all areas, those students who have experience with the system evaluated University of Florida's student conduct process on par with other institutions in the NASCAP Project. While differences in two mean scores were statistically significant, the effect sizes were small and these results may not have practical significance.

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 with crucial information concerning the effectiveness of their student conduct systems.

NASCAP consultants are available to discuss: the contents of this report, modifications to the student conduct processes to improve results, and additional research projects to identify the underlying reasons for student responses.

To remain involved in the NASCAP Project for the 2012-2013 academic year, or to obtain access to the University of Florida raw data please contact Racheal Stimpson at racheal@nascaproject.org.

For more information about the NASCAP Project please visit: <http://www.nascaproject.org>.

Appendix A
SCAPQ Statistics by Item

	Reference Mean	UF Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
System Efficacy – Pre-Hearing						
Clear Communication	3.96	3.96	0.01	46.00	1.00	0.00
Sufficient Information	3.54	3.55	0.07	46.00	0.95	0.01
System Efficacy – Hearing						
Heard Student Side	4.23	4.36	0.87	46.00	0.39	0.13
Timeliness	4.19	4.28	0.52	46.00	0.61	0.08
Treated Respectfully	3.85	3.96	0.56	46.00	0.58	0.08
System Efficacy – Post-Hearing						
Consistent Outcome	3.68	3.55	-0.54	46.00	0.59	0.08
Treated Fairly	3.86	3.72	-0.60	46.00	0.55	0.09
Learning Outcomes – Increased Understanding						
Understand Accepting Responsibility	3.73	3.64	-0.41	46.00	0.68	0.06
Understand How Conduct Affects Others	3.39	3.54	0.65	45.00	0.52	0.10

	Reference Mean	UF Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Learning Outcomes – Increased Understanding (Continued)						
Understand My Responsibility to Others	4.12	4.32	1.43	46.00	0.16	0.21
Understand Administrator Concern	4.19	4.35	1.19	45.00	0.24	0.18
Understand Expectations For Student Behavior	4.29	4.21	-0.44	46.00	0.66	0.06
Understand Institutional Perspective	3.91	3.80	-0.55	44.00	0.58	0.08
Learning Outcomes – Future Behavior						
Less Likely to Engage in Any Misconduct	4.03	4.07	0.18	45.00	0.86	0.03
Less Likely to Engage in Same Behavior	4.01	4.22	1.14	45.00	0.26	0.17
More Likely to Reflect on My Own Personal Integrity	3.71	3.80	0.46	45.00	0.65	0.07

	Reference Mean	UF Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Learning Outcomes – Consequences						
Understand Academic Consequences	4.12	4.37	1.20	42.00	0.24	0.18
Understand Emotional Consequences	4.22	4.67	2.46	42.00	0.02	0.37
Understand Legal Consequences	4.19	4.51	1.50	42.00	0.14	0.23
Understand Physical Consequences	4.00	4.51	2.50	42.00	0.02	0.38
Learning Outcomes – Skills						
Found These Skills to Be Effective	3.78	3.93	0.61	42.00	0.54	0.09
Learned One or More Personal Skills	4.08	4.37	1.32	42.00	0.19	0.20
Used One or More of These Skills	4.02	4.26	1.01	41.00	0.32	0.16

	Reference Mean	UF Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Environmental Press – Climate Towards Integrity						
Faculty Reinforce Honesty	3.67	3.74	0.43	42.00	0.67	0.07
Officials Exhibit Character	4.09	4.17	0.47	41.00	0.64	0.07
Positive Force in Community	4.02	3.88	-0.82	42.00	0.42	0.13
Students Exhibit Character	3.65	3.42	-1.10	42.00	0.28	0.17
Environmental Press – Climate Towards Behavior						
Clear Student Expectations	3.89	4.38	4.36	41.00	0.00	0.67
Consistent Enforcement	3.52	3.29	-1.18	40.00	0.25	0.18
Student Accountability	3.38	3.14	-1.28	41.00	0.21	0.20

Appendix B

Participating Institutions

Dalton State University
Drexel University
Duke University
East Carolina University
Kennesaw State University
Loyola University Chicago
Louisiana State University
McDaniel College
Old Dominion University
Providence College
Texas A&M University
Texas Tech University
University of Florida
University of Mary Washington
University of Missouri
University of Mississippi
University of Mount Union
University of New Haven
University of Scranton
University of South Florida
University of Tennessee at Chattanooga
University of Texas at Arlington
University of Texas at Austin
Virginia Tech