

The NASCAP Project

Outcomes Assessment of the Student Conduct Administration Process:
University of Florida 2010-2011 SCAPQ Report

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Executive Summary

- A total of 1,947 students completed the SCAPQ. One hundred and forty of those surveys were completed by students enrolled at University of Florida. The response rate for the University of Florida sample was 8.2%.
- 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 well above average and slightly higher than the mean scores for the reference group on each of the items in this section of the SCAPQ.
- 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 many 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 on one 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 University of Florida respondents were well above average and higher compared to the reference group on six of the seven items.
- The 2010-2011 administration of the SCAPQ suggests that in many areas, the University of Florida student conduct process is evaluated above other institutions involved in the NASCAP Project. Three of the differences between the University of Florida score and the reference group score were significant, though the effect sizes were small, suggesting little practical significance.

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Outcomes Assessment of the Student Conduct Administration Process: University of Florida 2010-2011 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 2010-2011 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. Twenty-one institutions participated in the 2010-2011 administration of the SCAPQ.

Methods

Data collection for this report began in August of 2010 and concluded in June of 2011. 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 1,947 students completed the SCAPQ. One hundred and forty of those surveys were completed by students enrolled at University of Florida. The response rate for the University of Florida sample was 8.2%.

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	University of Florida Alpha
All Questions	.97	.97
System Efficacy	.91	.92
Learning Outcomes	.96	.97
Environmental Press	.88	.88

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).

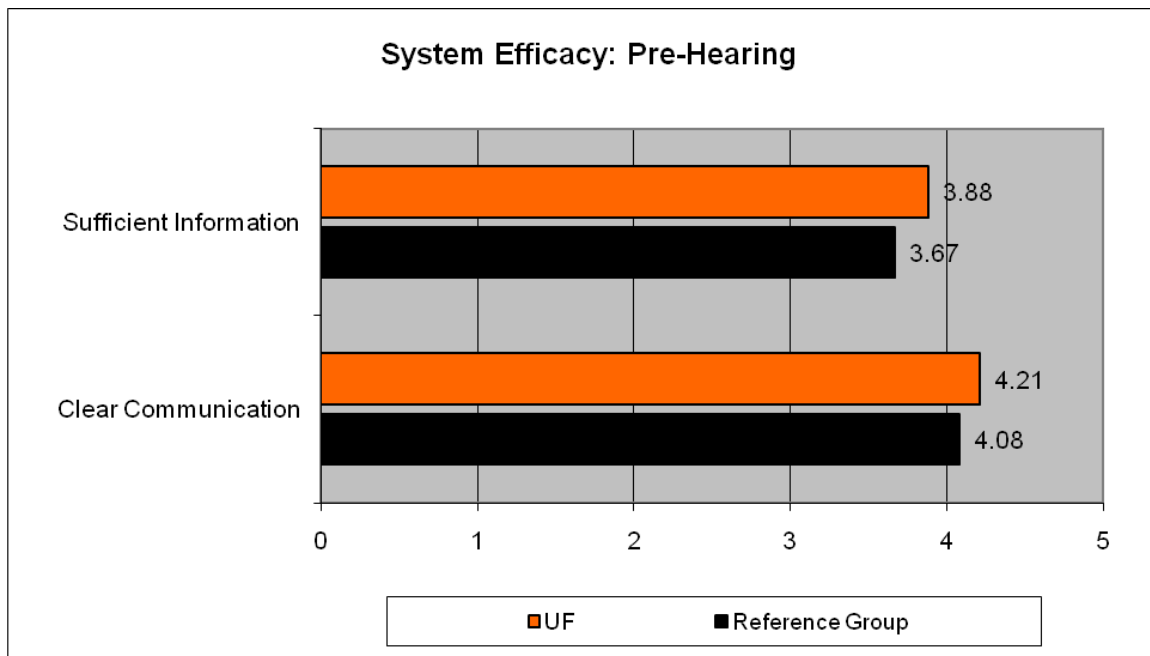
Sections of this Report

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 sample to the mean response for all institutions participating in the NASCAP Project. All bar charts are based on responses from 140 University of Florida respondents during the 2010-2011 academic year and a corresponding reference group of 1,947 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

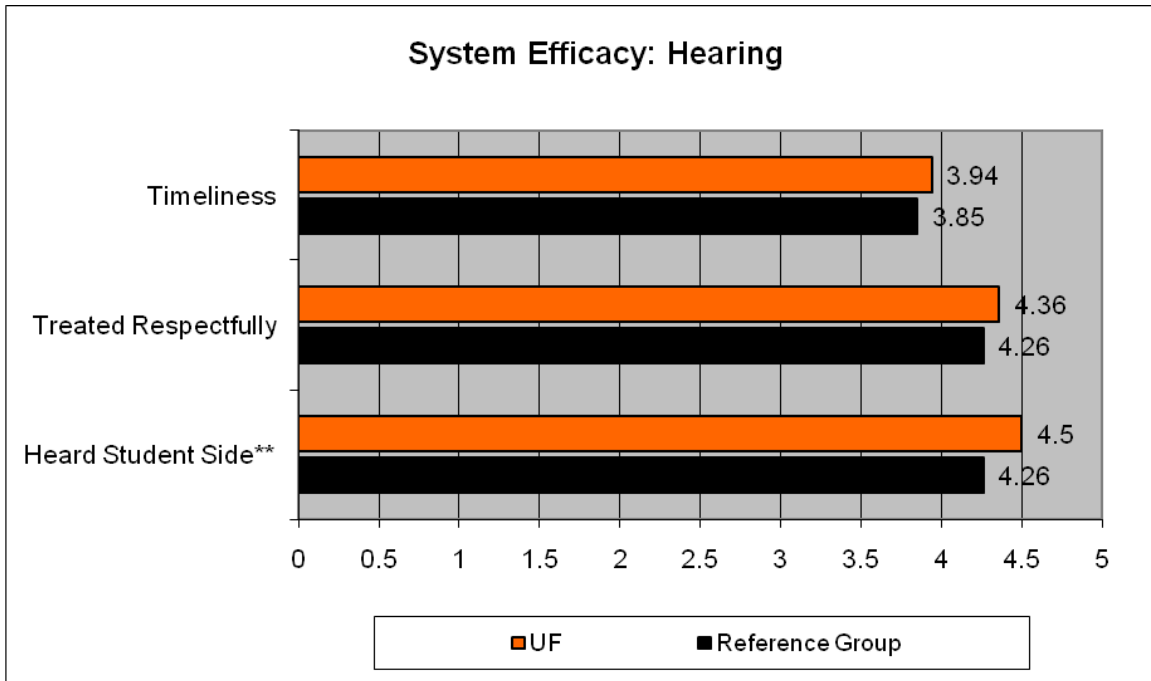
Conduct officers frequently view the hearing process in three parts: the pre-hearing, the hearing, and post-hearing. Seven items in the SCAPQ attend to the effectiveness and efficiency of this process. The System Efficacy section of the questionnaire addresses important issues such as clear communication 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 above average and higher than the mean scores for the reference group on each of the two items. None of these differences were significant.



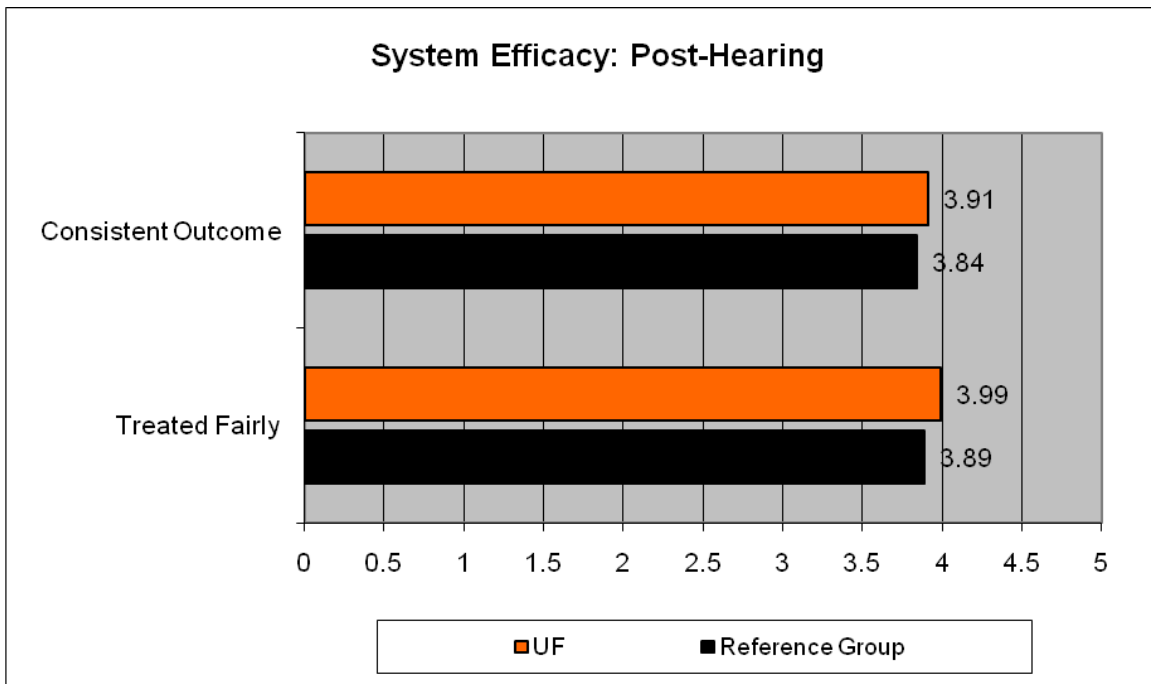
Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

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 on one of the three items: Heard Student Side. However, the effect size was small, $d = .23$.



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

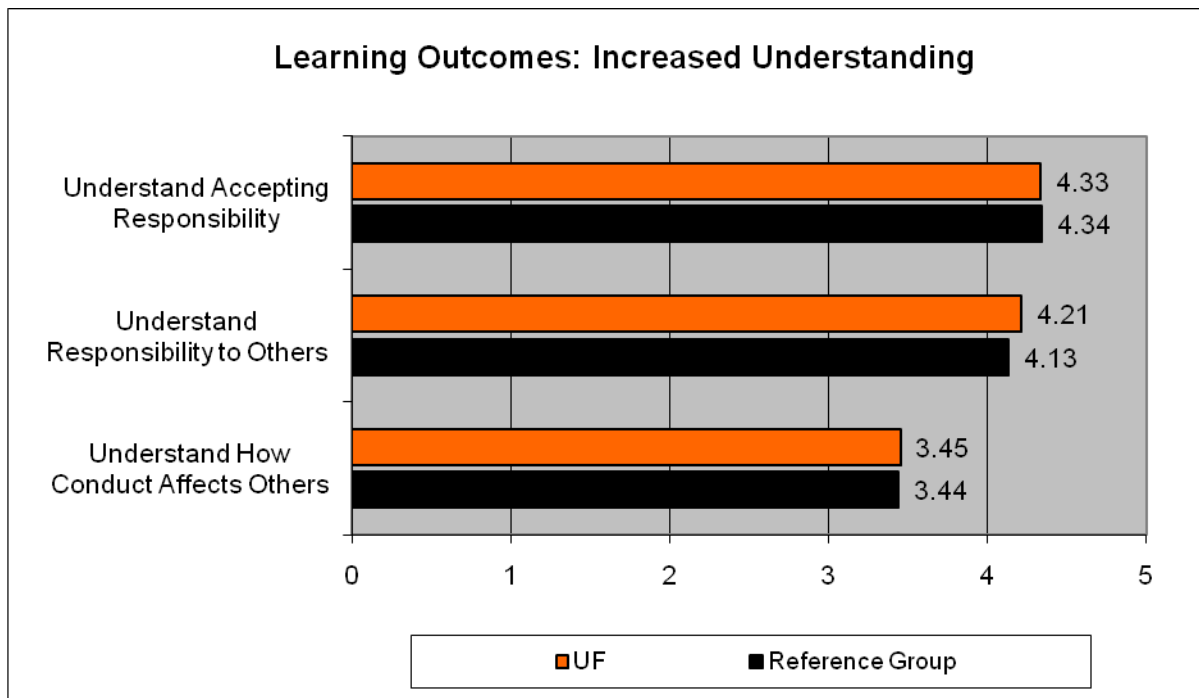
The final bar chart in this section provides the mean scores for the post-hearing items. Respondents were asked to rate items on a five-point scale (1 = low; 5 = high). The mean scores from University of Florida respondents were well above average and slightly higher than the mean scores when compared to the reference group. These differences were not statistically significant.



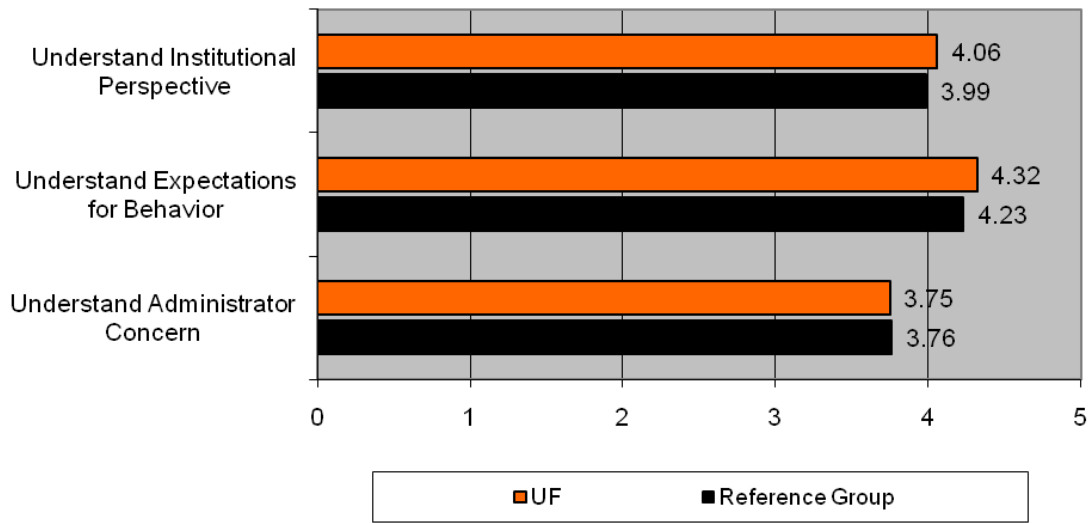
Learning Outcomes

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 titled, "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 slightly higher when compared to the reference group on four of the six items. None of these differences were statistically significant.

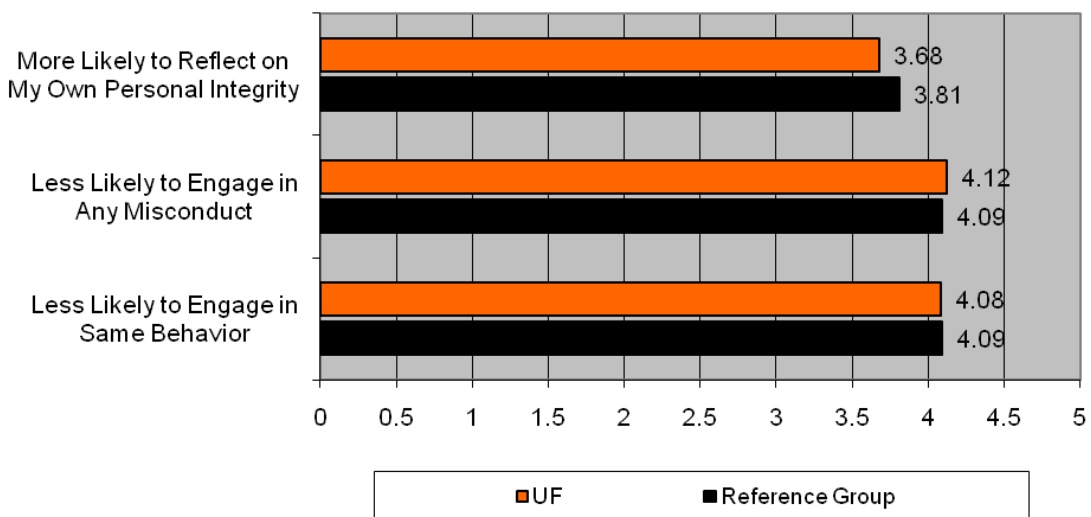


Learning Outcomes: Increased Understanding (Continued)

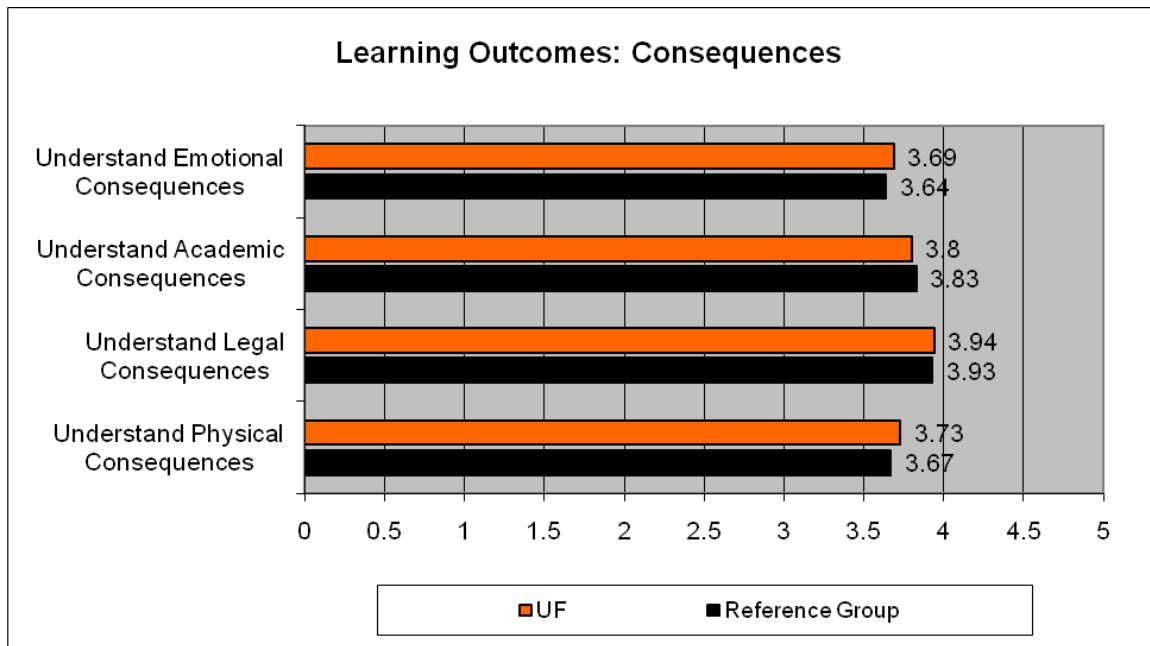


The next series of items deals with future behavior and is titled, “Learning Outcomes: Future Behavior”. Respondents indicated their level of agreement with statements concerning the likelihood that they will refrain from engaging in the same behavior or any misconduct in the future as a result of their 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 higher on one of the three items when compared to the reference group’s mean scores. These differences were not statistically significant.

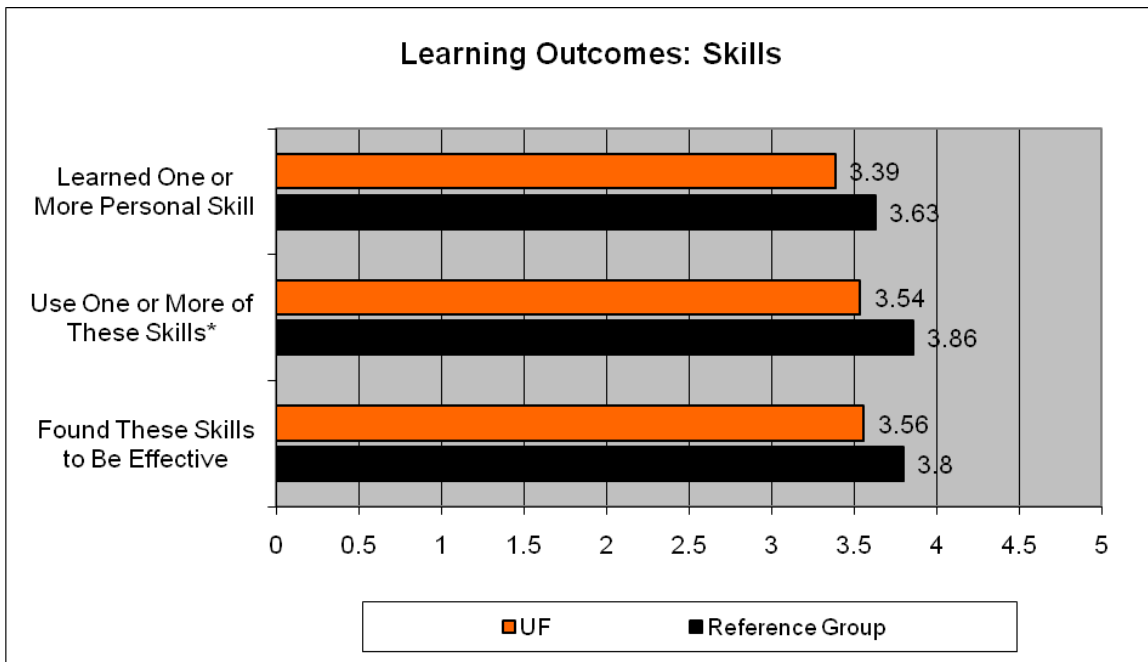
Learning Outcomes: Future Behavior



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. Differences were not significant on any of the four items.



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 above average and lower on each item when compared to the reference group. The difference on the item, Use One or More of These Skills, was significantly lower than the reference group’s mean score. The effect size for this item was small, $d = .20$, suggesting little practical significance.



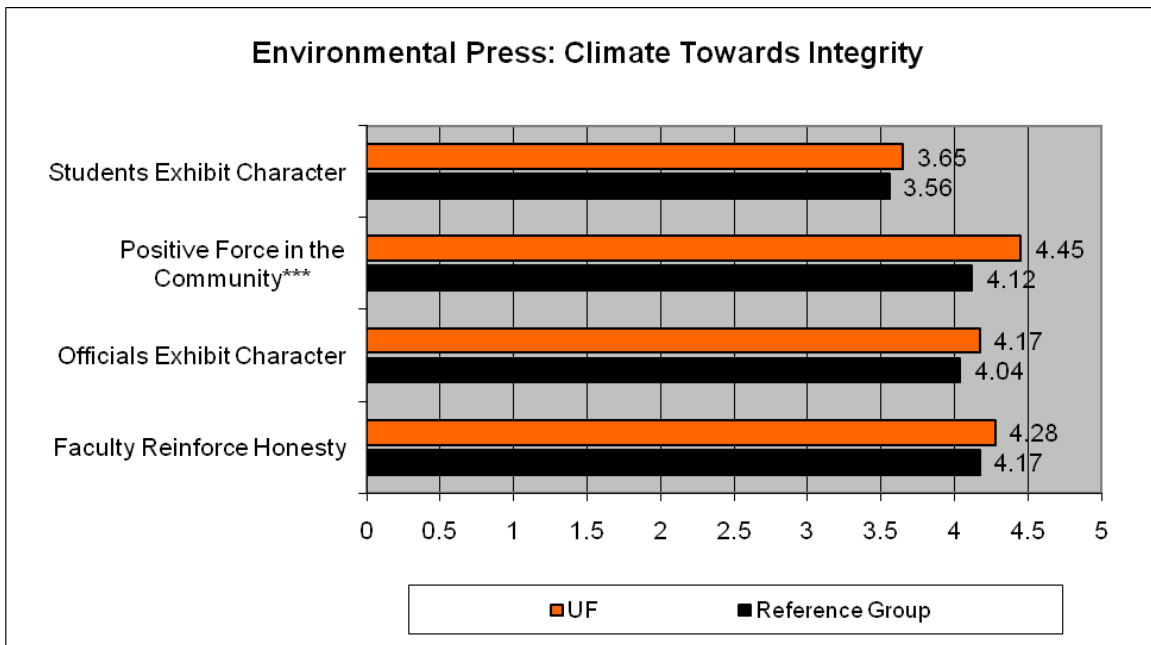
Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

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.

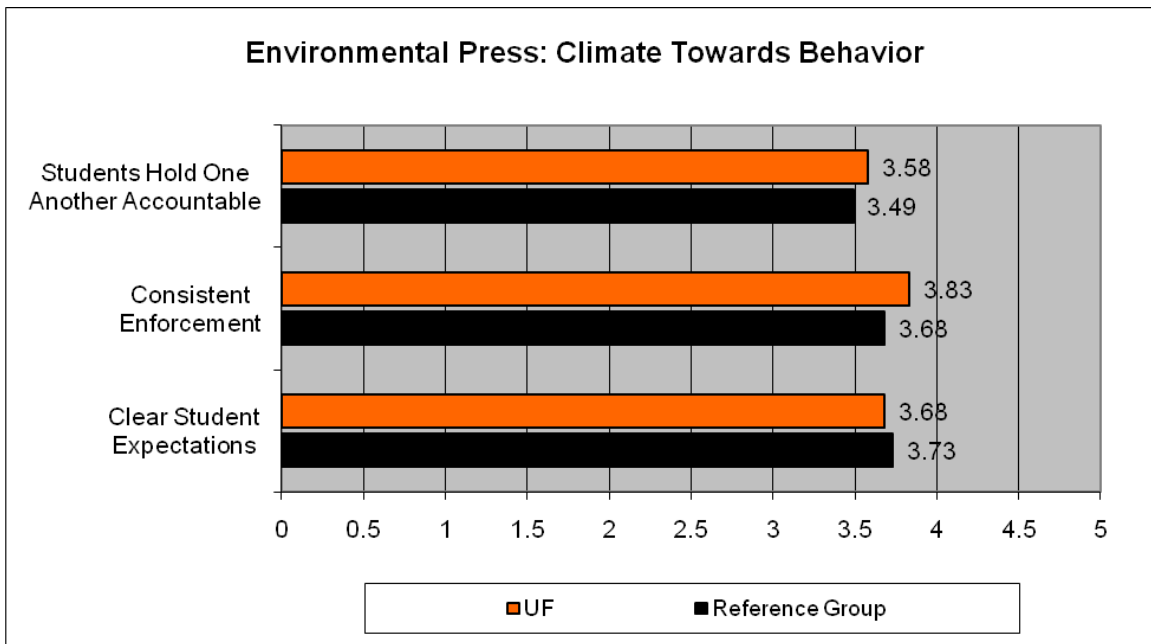
Seven items in the SCAPQ measure what we call the environmental press and attend to such issues as: communicating clearly about expectations for student behavior, reinforcing the importance of academic integrity in the classroom, institutional officials demonstrating high morale character, enforcing 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 all four items when compared to the reference group. One of these differences, Positive Force in the Community, was statistically significant, though the effect size was small, $d = .33$.



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 slightly higher on two of the three items when compared to the reference group. None of these differences were significant.



Conclusion

The 2010-2011 administration of the SCAPQ suggests that in many areas, the University of Florida student conduct process is evaluated above other institutions involved in the NASCAP Project. Three of the differences between the University of Florida score and the reference group score were significant, though the effect sizes were small, suggesting little 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 critical information concerning the effectiveness of their student conduct systems.

To remain involved in the NASCAP Project for the 2011-2012 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	3.88	3.67	1.945	138	0.054	0.17
Clear Communication	4.21	4.08	1.227	139	0.222	0.10
System Efficacy – Hearing						
Timeliness	3.94	3.85	0.731	140	0.466	0.06
Treated Respectfully	4.36	4.26	1.094	140	0.276	0.09
Heard Student Side	4.50	4.26	2.76	138	0.007	0.23
System Efficacy – Post-Hearing						
Consistent Outcome	3.91	3.84	0.598	140	0.551	0.05
Treated Fairly	3.99	3.89	0.845	140	0.4	0.07
Learning Outcomes – Increased Understanding						
Understand Institutional Perspective	4.06	3.99	0.629	135	0.53	0.05

	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	4.32	4.23	0.984	137	0.327	0.08
Understand Administrator Concern	3.75	3.76	-0.069	140	0.945	0.01
Understand Accepting Responsibility	4.33	4.34	-0.071	137	0.943	0.01
Understand My Responsibility to Others	4.21	4.13	0.78	138	0.437	0.07
Understand How Conduct Affects Others	3.45	3.44	0.105	140	0.916	0.01
Learning Outcomes – Future Behavior						
More Likely to Reflect on My Own Personal Integrity	3.68	3.81	-0.948	138	0.345	0.08
Less Likely to Engage in Any Misconduct	4.12	4.09	0.288	137	0.774	0.02
Less Likely to Engage in Same Behavior	4.08	4.09	-0.091	138	0.928	0.01

	UF	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Learning Outcomes – Consequences						
Understand Emotional Consequences	3.69	3.64	0.302	101	0.763	0.03
Understand Academic Consequences	3.80	3.83	-0.177	101	0.86	0.02
Understand Legal Consequences	3.94	3.93	0.038	107	0.97	0.00
Understand Physical Consequences	3.73	3.67	0.403	100	0.688	0.04
Learning Outcomes – Skills						
Learned One or More Personal Skills	3.39	3.63	-1.587	117	0.115	0.15
Used One or More of These Skills	3.54	3.86	-2.128	109	0.036	0.20
Found These Skills to Be Effective	3.56	3.8	-1.597	107	0.113	0.15

	UF	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Environmental Press – Climate Towards Integrity						
Students Exhibit Character	3.65	3.56	0.916	139	0.361	0.08
Positive Force in Community	4.45	4.12	3.938	139	0	0.33
Officials Exhibit Character	4.17	4.04	1.582	137	0.116	0.14
Faculty Reinforce Honesty	4.28	4.17	1.234	138	0.219	0.11
Environmental Press – Climate Towards Behavior						
Student Accountability	3.58	3.49	0.9	138	0.37	0.08
Consistent Enforcement	3.83	3.68	1.315	136	0.191	0.11
Clear Student Expectations	3.68	3.73	-0.457	139	0.648	0.04

Appendix B

Participating Institutions

College of Saint Benedict

Drexel University

Duke University

Old Dominion University

Rhodes College

St. John's University

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 at Mount Union

University of New Haven

University of Scranton

University of South Florida

University of Texas - Austin

University of Tennessee Chattanooga

Virginia Tech

Washington and Lee University