

THE NASCAP PROJECT

Outcomes Assessment of the Student Conduct Administration Process:
The University of Florida's 2008-2009 SCAPQ Report

Prepared by

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Executive Summary

- A total of 1,479 students completed the SCAPQ. Of the 4,794 University of Florida students who received invitations to participate, 227 completed questionnaires. The response rate for the University of Florida sample was 4.7%.
- University of Florida respondents were not representative of the population of referred students at University of Florida. This lack of representativeness should be taken into account when drawing conclusions about the results that follow.
- 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 slightly higher than the mean scores for the reference group on each of the seven 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 slightly higher when compared to the reference group.
- Respondents also indicated their level of agreement with statements concerning the likelihood that they would 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 were slightly higher on each of the items 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 slightly higher when compared to the reference group on these seven items.
- The 2008-2009 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 well above average. In addition, the University of Florida Office Student Conduct and Conflict Resolution exceeded reference group mean on almost every item. This is a noteworthy accomplishment.

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Outcomes Assessment of the Student Conduct Administration Process: The University of Florida's 2008-2009 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 2008-2009 administration of the SCAPQ for the 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. Items for the first three sections of the SCAPQ were grouped through factor analysis. Reliability coefficients for these scales can be found on page 2 of this report. Ten institutions participated in the 2008-2009 administration of the SCAPQ.

Methods

Data collection for this report began in August of 2008 and concluded in June of 2009. Email messages were provided to staff members at participating institutions to send to students whose judicial cases had been adjudicated. One 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 reminder email was sent asking students to complete the survey if they had not done so.

A total of 1,479 students completed the SCAPQ. Students enrolled at University of Florida completed 227 of those surveys. The response rate for the University of Florida sample was 4.7%.

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 below:

Items	Reference Group Alpha	UF Alpha
Total SCAPQ	.95	.95
System Efficacy	.89	.93
Learning Outcomes	.94	.92
Environmental Press	.86	.89

Scale and sub-scale scores have not been calculated since comparing such scores is not as useful as examining individual items found in the questionnaire. It is important to note, however, that these reliability coefficients fall well within acceptable ranges for the purpose of the analyses that follow.

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 (.20 - .49), medium effect size (.50 - .79), and large effect size (.80 or more).

Sample vs. Population

To help substantiate the generalizability of these data, we compared the University of Florida respondents with the population of 2008-09 referred students at University of Florida on select demographic variables. In our analysis, we found that University of Florida respondents were over represented by: Caucasians, students who resided on campus and those who affiliated with Greek-letter organizations. The respondents were under represented by non-Greeks and African-American students. This lack of representativeness should be taken into account when drawing conclusion about these results.

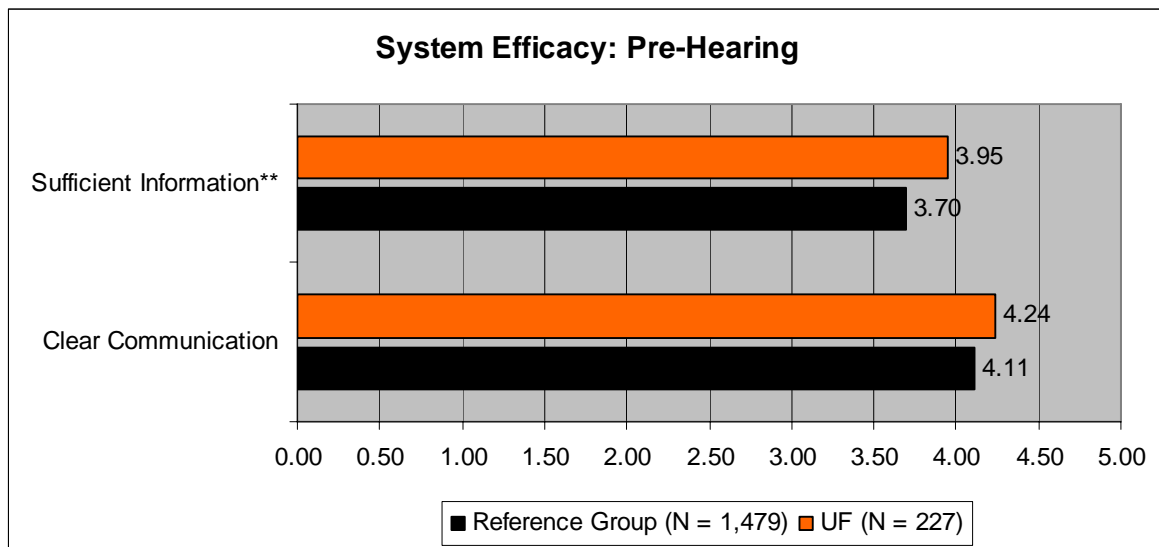
Sections of this Report

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 10 institutions. All bar charts are based on responses from 227 University of Florida respondents during the 2008-2009 academic year and a corresponding reference group of 1,479 student respondents from 10 institutions, 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).

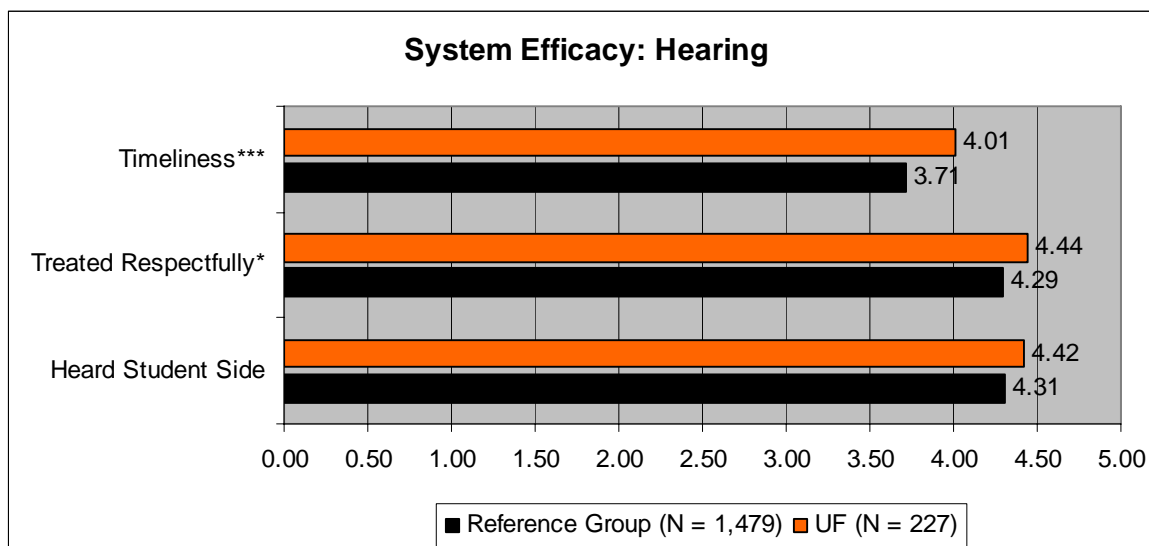
Respondents were asked to rate items on a five-point scale (1 = low; 5 = high). The bar chart below shows the mean scores on each of the items addressing pre-hearing information. The mean scores from University of Florida respondents were well above average and slightly above the mean scores for the reference group on each of the two items.



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

The difference in mean scores for “Sufficient Information” was statistically significant at the .01 level. The effect size was insignificant ($d = .19$).

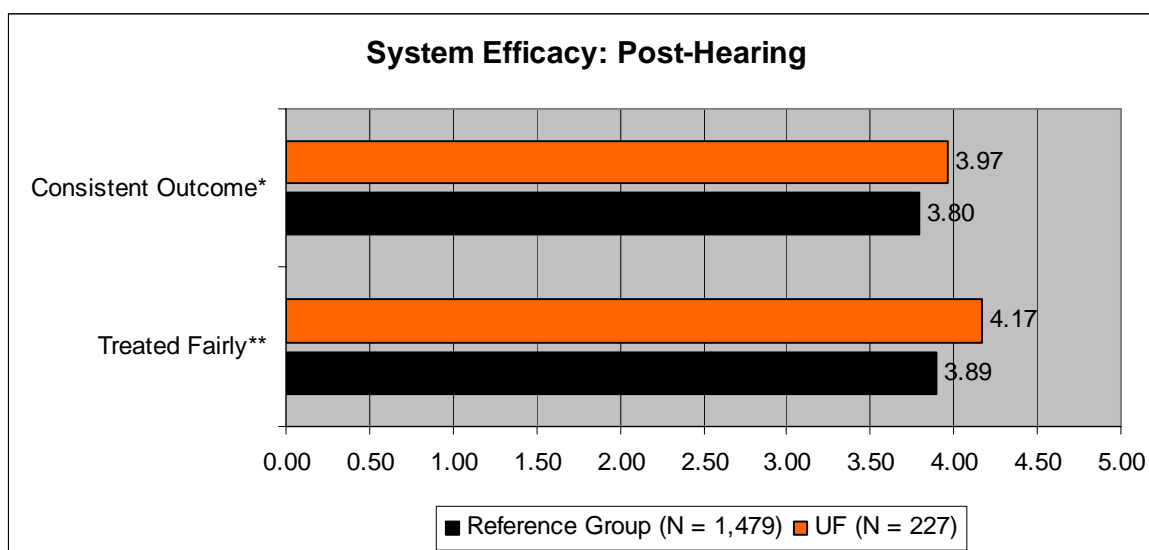
The second bar chart reports values for the items concerning the hearing. Respondents were asked to rate items on a five-point scale (1 = low; 5 = high). The mean scores from University of Florida respondents were well above average and slightly higher than mean scores for the reference group on each of the three items.



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

From a statistical perspective, the University of Florida's scores were significantly higher on two of the three items: Timeliness and Treated Respectfully. Effect sizes were, $d = .21$ and $d = .13$, respectively.

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 for the reference group on each of the two items. Mean scores differed significantly on both items: Consistent Outcome and Treated Fairly. The effect sizes for these items were $d = .13$ (insignificant) and $d = .21$ (small) respectively.

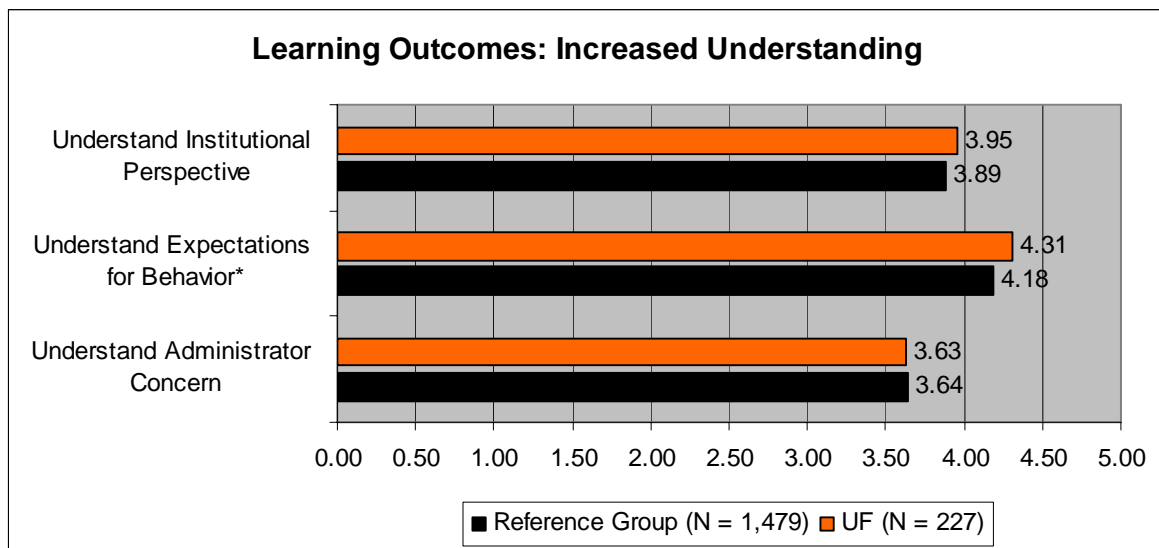


Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

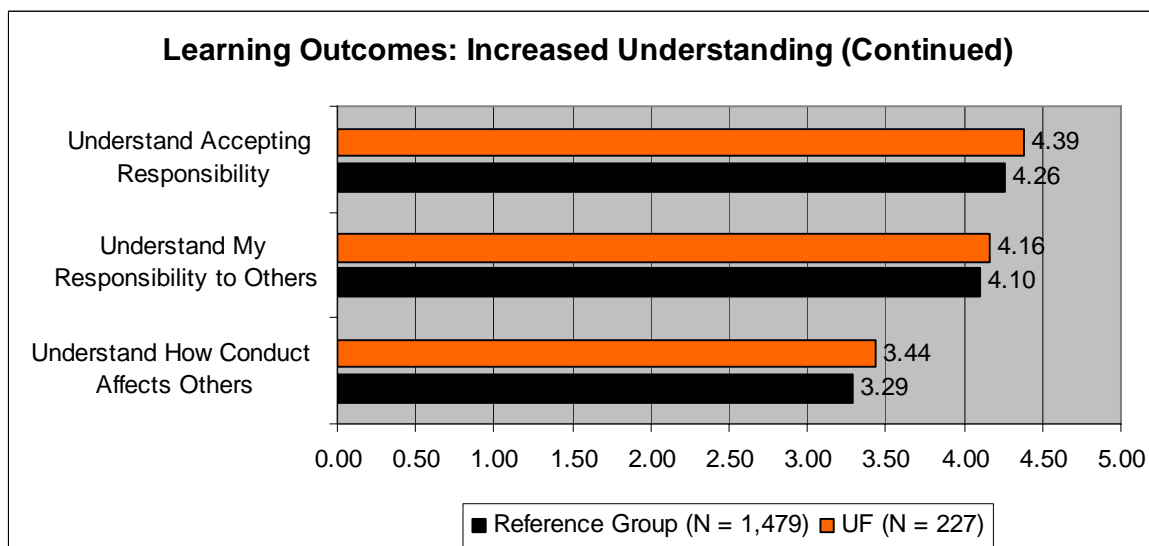
Learning Outcomes

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 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 well above average and slightly higher on five of the six items when compared to the reference group. The University of Florida’s score was virtually the same as the reference group on one item (Understanding Administrator Concern). Mean scores differed significantly on only one item: Understand Expectations for Behavior. The effect size for this item was insignificant ($d = .13$).

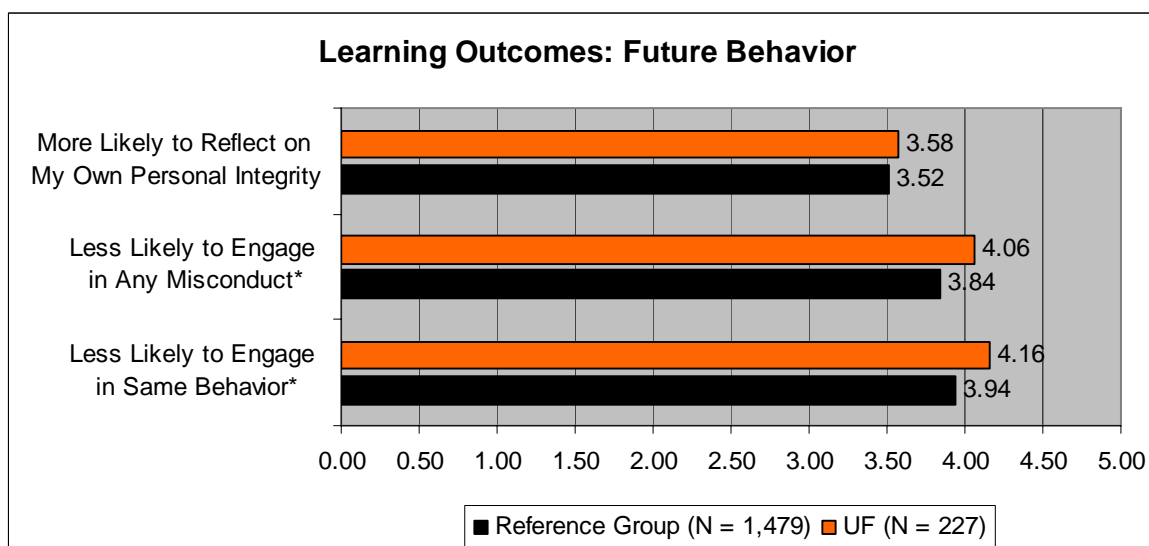


Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$



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

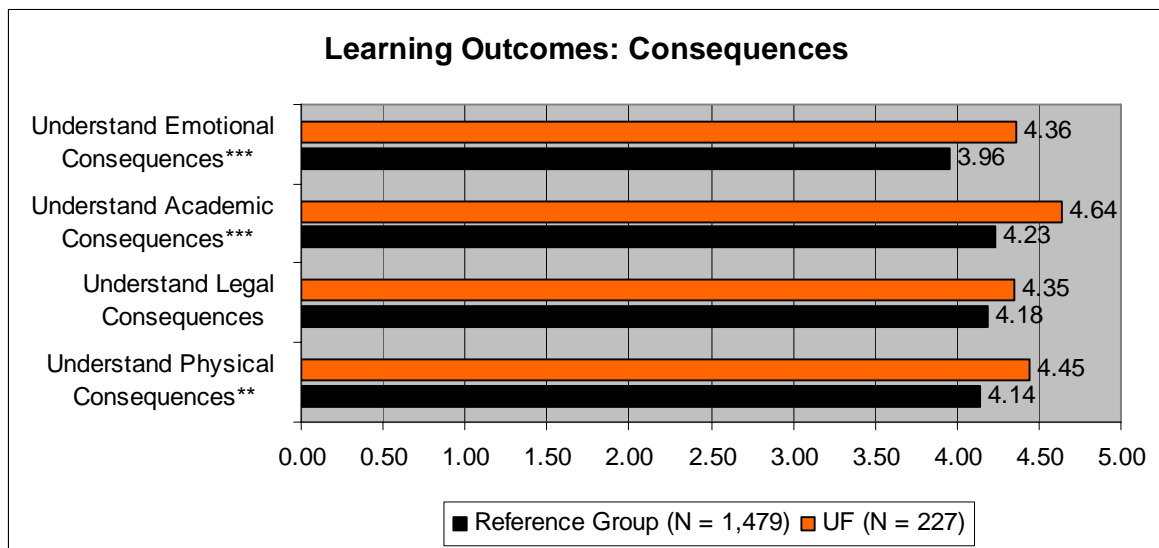
The next series of items deals with future behavior and is titled, “Learning Outcomes: Future Behavior.” Respondents indicated their level of agreement with statements concerning the likelihood that they will refrain from engaging in the same behavior or any misconduct in the future as a result of their interaction with a student conduct officer. An additional item in this subsection 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 well above average and slightly higher on all three items when compared to the reference group’s mean scores.



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

Mean scores differed significantly on two items: Less Likely to Engage in Any Misconduct and Less Likely to Engage in Same Behavior. The effect sizes were insignificant for Less Likely to Engage in Any Misconduct ($d = .04$) and Less Likely to Engage in Same Behavior ($d = .16$).

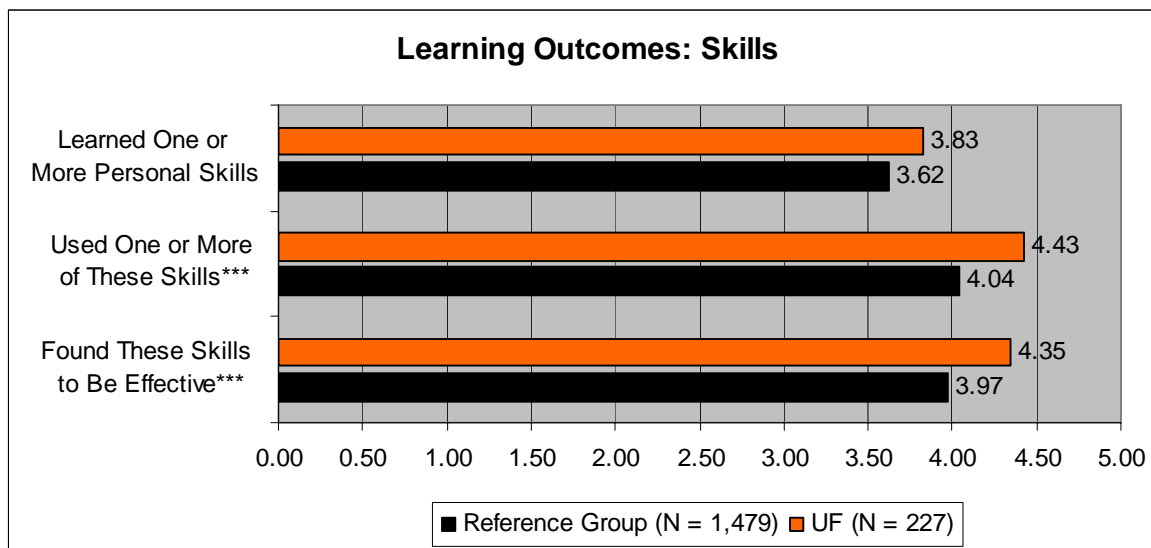
The next section of the report addresses increased understanding of consequences of misbehavior and is titled, “Learning Outcomes: Consequences.” Respondents indicated their level of agreement with statements concerning their increased understanding of the emotional, academic, legal, and physical consequences of their misbehavior. The mean scores from University of Florida respondents were well above average and slightly higher on all four items when compared to the reference group’s mean scores.



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

Mean scores differed significantly on three items: Understanding Emotional Consequences, Understanding Academic Consequences, and Understanding Physical Consequences. Effect sizes were: $d = .23$ (small), $d = .24$ (small), and $d = .10$ (insignificant), respectively.

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 well above average and slightly higher on each of the three items. Two of these differences were significant at the .001 level (i.e., Used One or More Personal Skills and Found These Skills to Be Effective). The effect sizes related to these differences were insignificant.



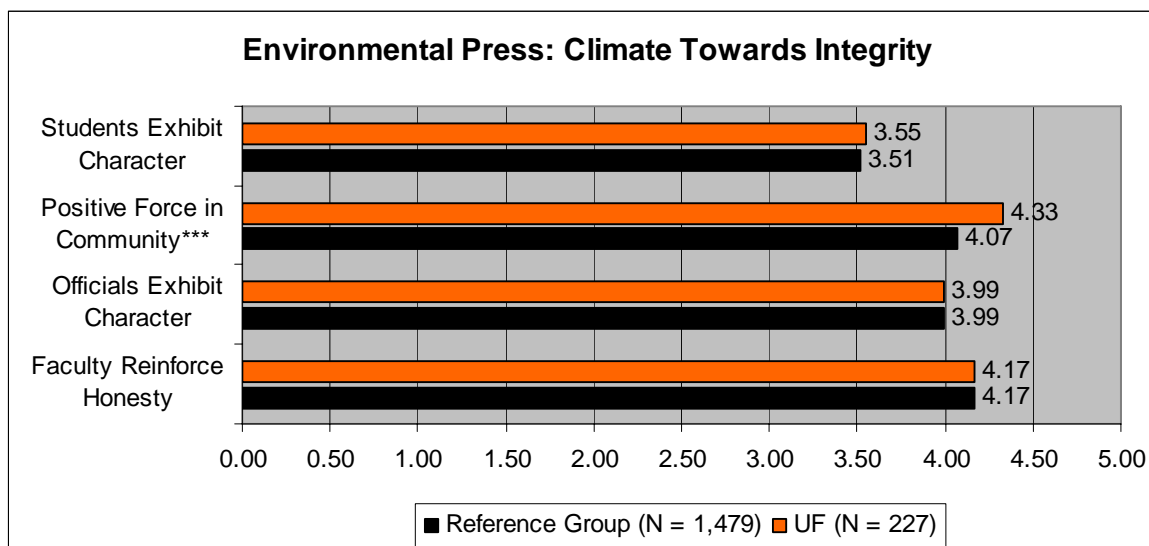
Note: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

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.

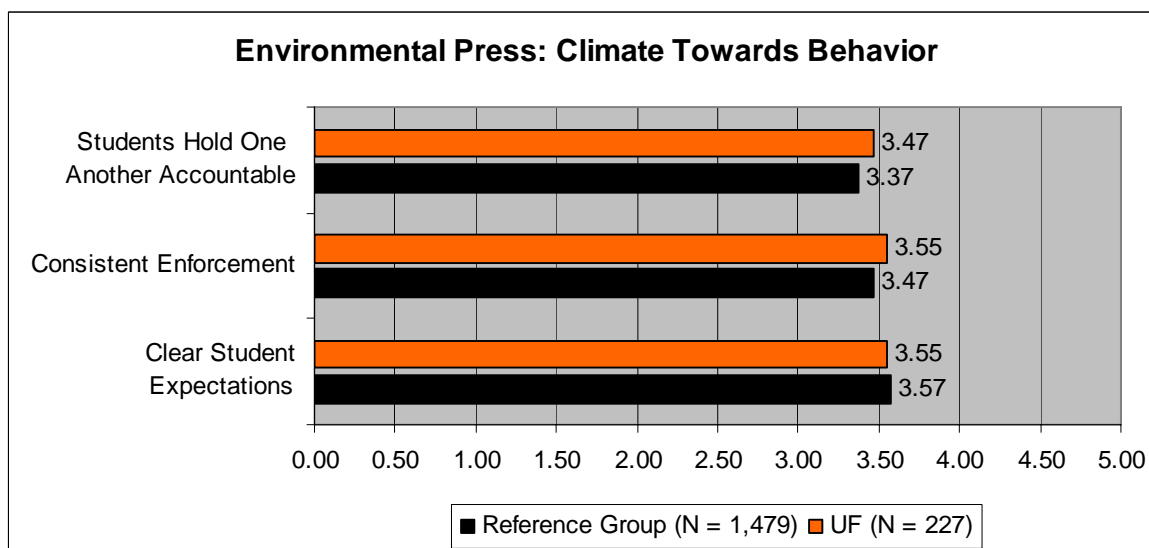
Seven items in the SCAPQ measure what we call the environmental press and attend to such issues as: communicating clearly about expectations for student behavior, reinforcing the importance of academic integrity in the classroom, institutional officials demonstrating high morale character, enforcing 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 slightly higher than the reference group on two of the four items. The mean scores for two items were virtually the same. UF respondents’ mean score was significantly higher on the item related to being perceived as a positive force in the community. The effect size related to this difference was small ($d = .25$).



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 above average and slightly higher on two of the three items. None of these differences were significant.



Conclusion

The 2008-2009 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 well above average. In addition, the University

of Florida Office Student Conduct and Conflict Resolution exceeded reference group mean on almost every item. This is a noteworthy accomplishment.

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 crucial information concerning the effectiveness of their student conduct systems.

To remain involved in the NASCAP Project for the 2009-2010 academic year, or to obtain access to the University of Florida raw data please contact either Steve Janosik (smjanosik@nascaproject.org) or Matthew Stimpson (mtstimpson@nascaproject.org).

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

Appendix A
SCAPQ Statistics by Item

	UF Mean	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
System Efficacy – Pre-Hearing						
Sufficient Information	3.95	3.70	2.89	225	≤ .01	.19
Clear Communication	4.24	4.11	1.68	225	> .05	.11
System Efficacy – Hearing						
Timeliness	4.01	3.71	3.29	225	≤ .001	.21
Treated Respectfully	4.44	4.29	2.05	225	≤ .05	.13
System Efficacy – Post-Hearing						
Heard Student Side	4.42	4.31	1.53	225	> .05	.10
Consistent Outcome	3.97	3.80	2.03	223	≤ .05	.13
Treated Fairly	4.17	3.89	3.22	223	≤ .01	.21
Learning Outcomes – Increased Understanding						
Understand Institutional Perspective	3.95	3.89	0.79	221	> .05	.05

	UF Mean	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Learning Outcomes – Increased Understanding (Continued)						
Understand Expectations For Student Behavior	4.31	4.18	2.01	222	> .05	.13
Understand Administrator Concern	3.63	3.64	-0.12	223	> .05	.13
Understand Accepting Responsibility	4.39	4.26	1.85	224	> .05	.01
Understand My Responsibility to Others	4.16	4.10	0.73	220	> .05	.04
Understand How Conduct Affects Others	3.44	3.29	1.44	222	> .05	.09
Learning Outcomes – Future Behavior						
More Likely to Reflect on My Own Personal Integrity	3.58	3.52	0.57	221	> .05	.18
Less Likely to Engage in Any Misconduct	4.06	3.84	2.49	224	≤ .05	.12
Less Likely to Engage in Same Behavior	4.16	3.94	2.48	221	≤ .05	.04

	UF Mean	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Learning Outcomes – Consequences						
Understand Emotional Consequences	4.36	3.96	3.56	218	≤ .001	.23
Understand Academic Consequences	4.64	4.23	3.82	217	≤ .001	.24
Understand Legal Consequences	4.35	4.18	1.60	219	> .05	.25
Understand Physical Consequences	4.45	4.14	2.72	219	≤ .01	.10
Learning Outcomes – Skills						
Learned One or More Personal Skills	3.83	3.62	1.75	219	> .05	.01
Used One or More of These Skills	4.43	4.04	3.57	218	≤ .001	.11
Found These Skills to Be Effective	4.35	3.97	3.52	219	≤ .001	.24
Environmental Press – Climate Towards Integrity						
Students Exhibit Character	3.55	3.51	0.41	217	> .05	.02

	UF Mean	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Environmental Press – Climate Towards Integrity (Continued)						
Positive Force in Community	4.33	4.07	3.75	216	≤ .001	.25
Officials Exhibit Character	3.99	3.99	0.11	219	> .05	.01
Faculty Reinforce Honesty	4.17	4.17	-0.03	219	> .05	.01
Environmental Press – Climate Towards Behavior						
Student Accountability	3.47	3.37	1.23	219	> .05	.08
Consistent Enforcement	3.55	3.47	0.84	216	> .05	.05
Clear Student Expectations	3.55	3.57	-0.28	219	> .05	.02

Appendix B

Participating Institutions

Duke University

Louisiana State University

Radford University

Texas A&M University

University of Florida

University of Minnesota Twin Cities

University of South Florida

University of Vermont

Virginia Tech

Washington and Lee University