
The NASCAP Project: An Update on Student Learning in Conduct Systems

Dr. Steve Janosik
&
Dr. Matthew Stimpson

Outline

- Overview of the NASCAP Project?
- Evaluation and Assessment Models in student conduct systems
- Methodology of how data were collected
- Update on student learning in student conduct systems
- Conclusions regarding student learning in student conduct systems

National Assessment of Student Conduct Adjudication Processes (NASCAP)

- NASCAP Project collects data on learning related to participating in the student conduct process through two instruments:
 - Student Conduct Adjudication Processes Questionnaire (SCAPQ)
 - Educational Sanctions Outcome Assessment Questionnaire (ESOAQ)

National Assessment of Student Conduct Adjudication Processes (NASCAP)

- Data are collected at participating institutions during the academic year
- Institutional reports detailing the results of the assessment are provided at the end of data collection

National Assessment of Student Conduct Adjudication Processes (NASCAP)

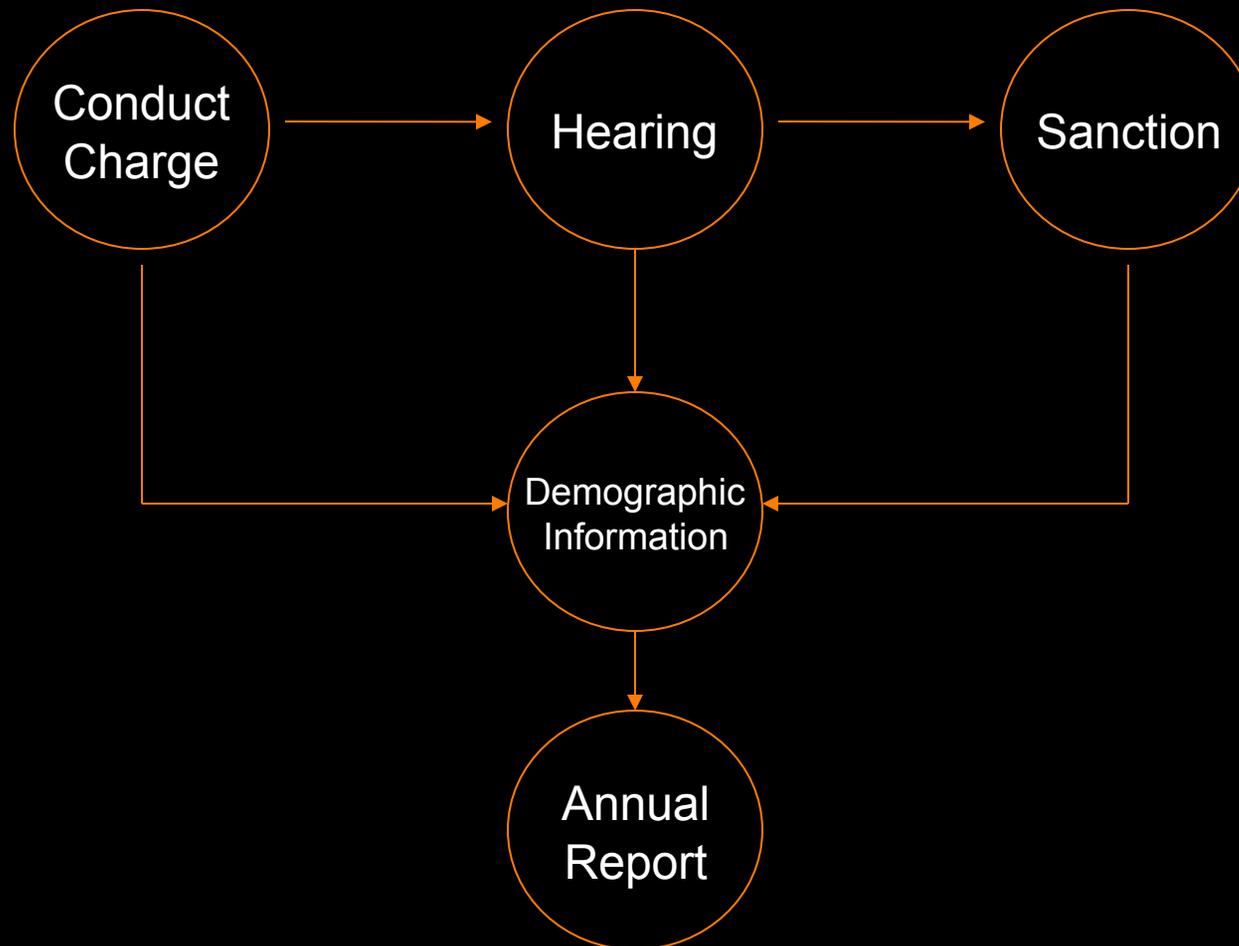
- Participants

- 2007-08 - 5 institutions
- 2008-09 - 12 institutions
- 2009-10 - 22 institutions

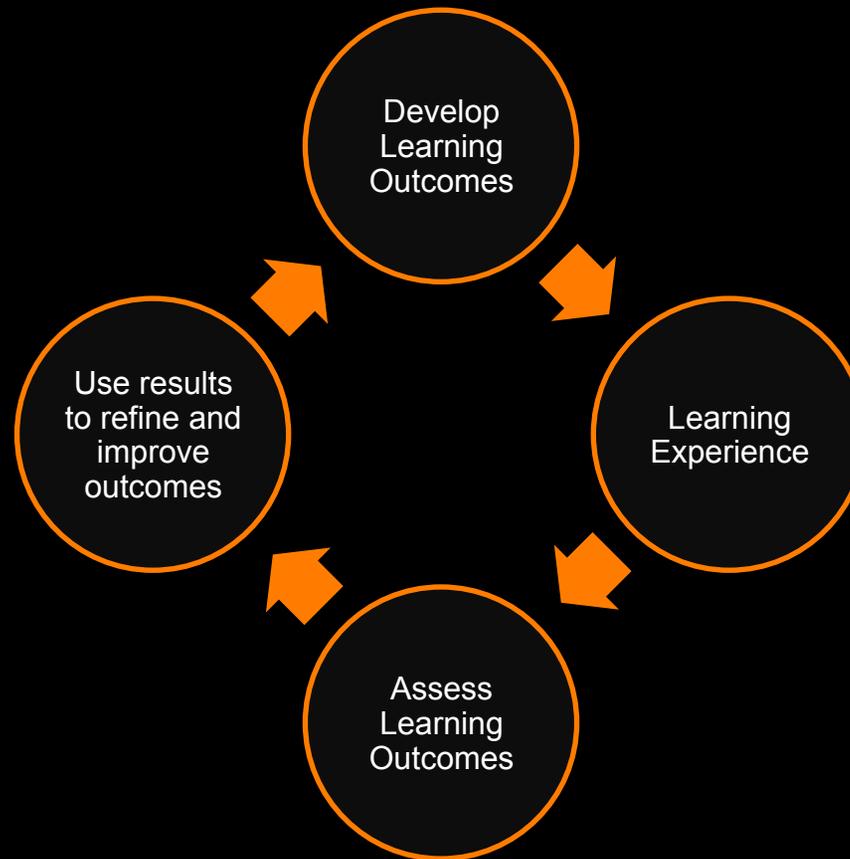
- A total of 23 different institutions have participated in NASCAP

- Institutions are located in 12 states and include public and private colleges, large institutions and small institutions

Typical Model of Assessment/Evaluation

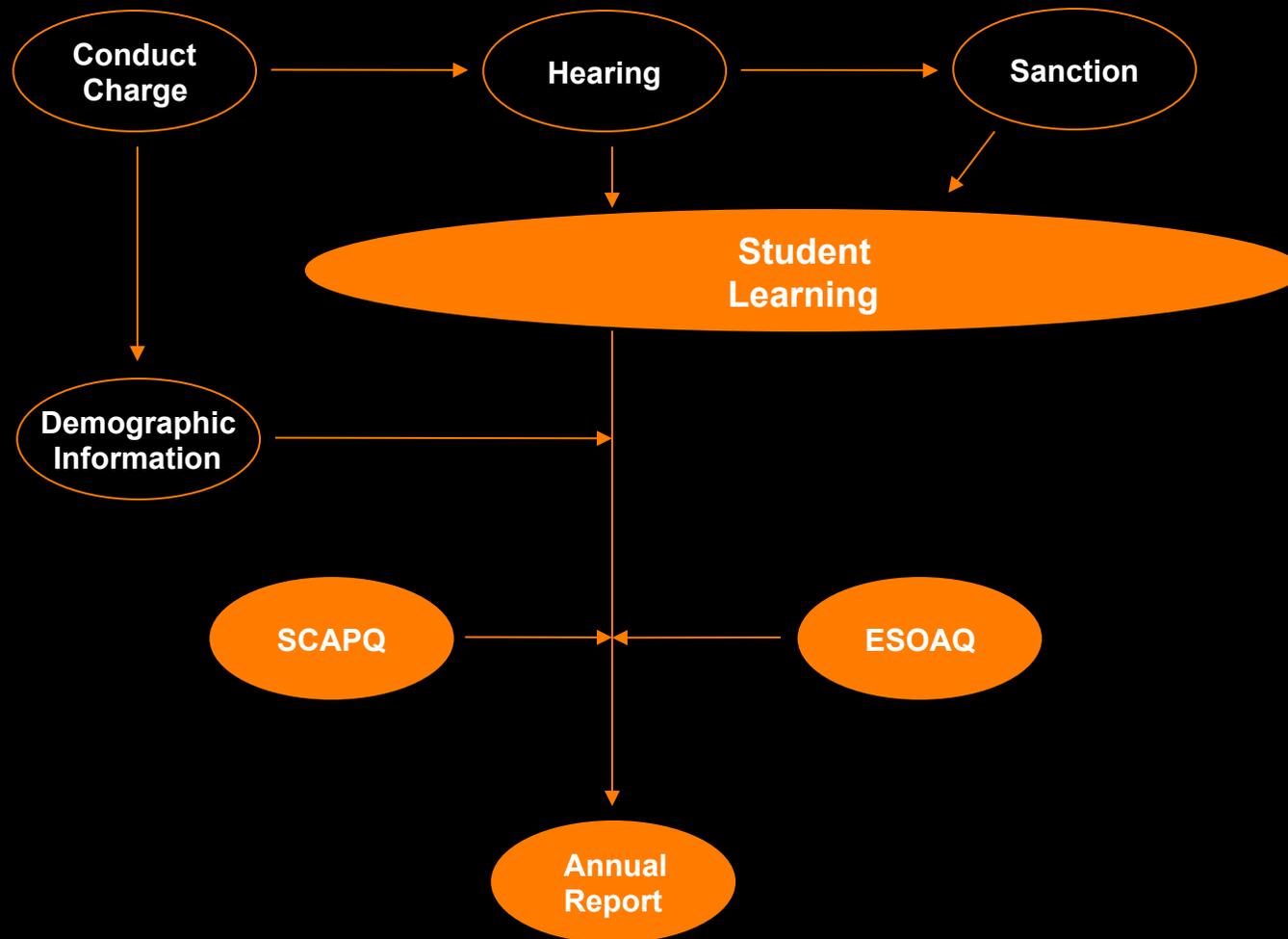


Framework for Assessment and Evaluation



Adapted from Suskie, L. (2004) *Assessing student learning: A common sense guide*. Anker Publishing Company, Inc: San Francisco.

NASCAP Model of Assessment and Evaluation



Methodology

- Student's who have had their conduct case adjudicated receive an email from a staff member in the student conduct office at their respective institution.
- This email:
 - Informs the student of the purpose of the SCAPQ/ESOAQ
 - Directs the student to a website containing an institutional specific survey
 - Student's receive one follow-up email

Methodology

- Date collected during three waves
 - 2007-2008 – 495 participants
 - 2008-2009 – 1,480 participants
 - 2009-2010 – 1,969 participants
- 3,944 total participants
- Fourth wave of data collection currently underway

Methodology

- Instrument
 - Student Conduct Adjudication Processes Questionnaire
 - Four sections with 53 total items
 - System Efficacy
 - Learning Outcomes
 - Environmental Press
 - Demographic Information

Part I: System Efficacy

	SCAPQ ($n = 7$)
Focuses On	<ul style="list-style-type: none">- Timeliness of process- Clarity of communications with students- Perceived procedural fairness- Sufficiency of information provided to students
Reliability	<ul style="list-style-type: none">.89 (2007-2008 cycle).89 (2008-2009 cycle).89 (2009-2010 cycle).89 (all cycles)

Part II: Learning Outcomes

	SCAPQ (<i>n</i> = 15)
Focuses On	<ul style="list-style-type: none">- Understand expectations for behavior- Less likely to engage in misbehavior in the future- Connection between student behavior and community standards
Reliability	.96 (2007-2008 cycle) .94 (2008-2009 cycle) .96 (2009-2010 cycle) .95 (all cycles)

Part III: Environmental Press

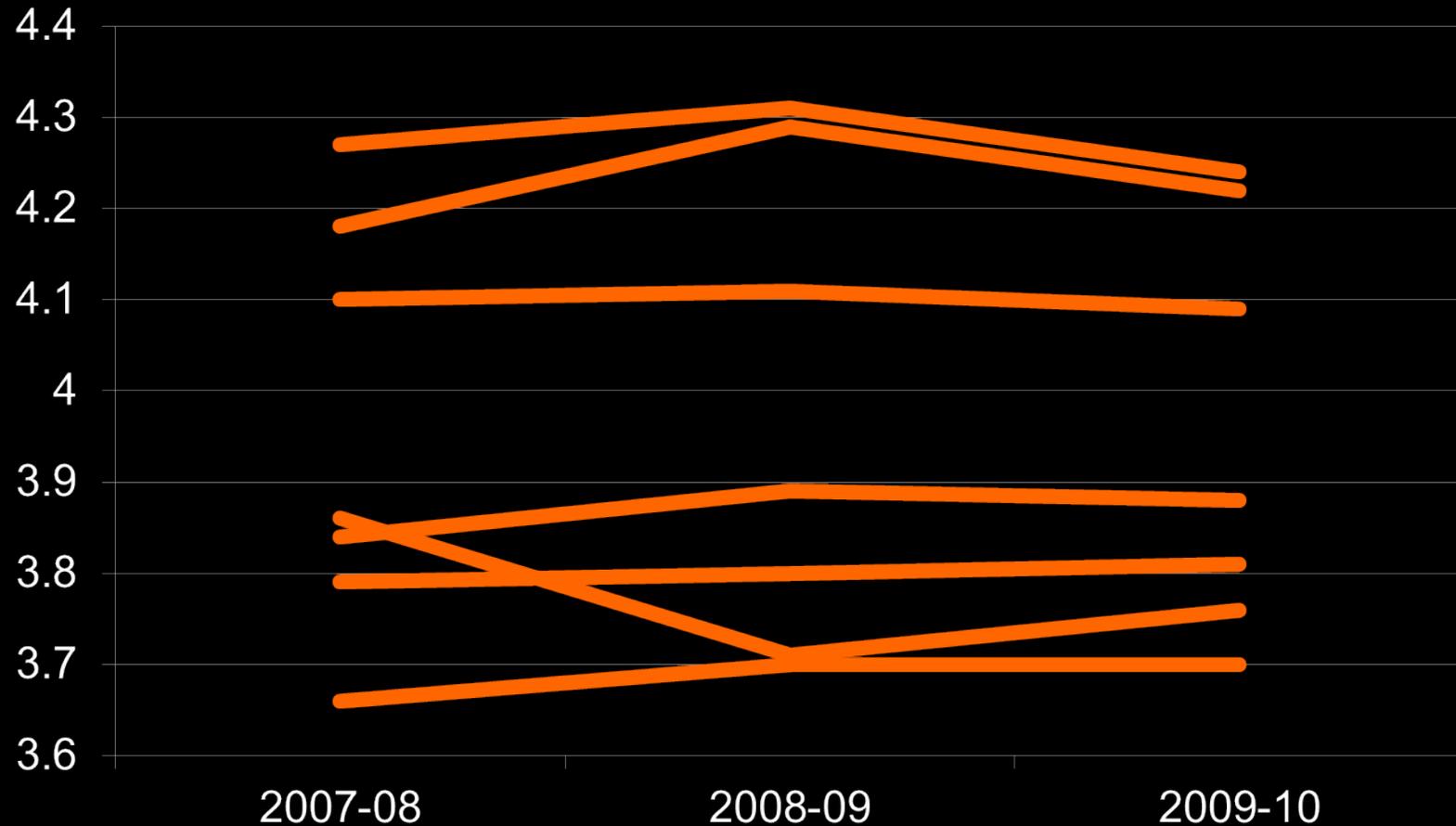
	SCAPQ ($n = 7$)
Focuses On	<ul style="list-style-type: none">- The climate towards academic integrity- If students hold one another accountable- If students feel policies are enforced consistently
Reliability	<ul style="list-style-type: none">.86 (2007-2008 cycle).86 (2008-2009 cycle).88 (2009-2010 cycle).87 (all cycles)

Update on Student Learning

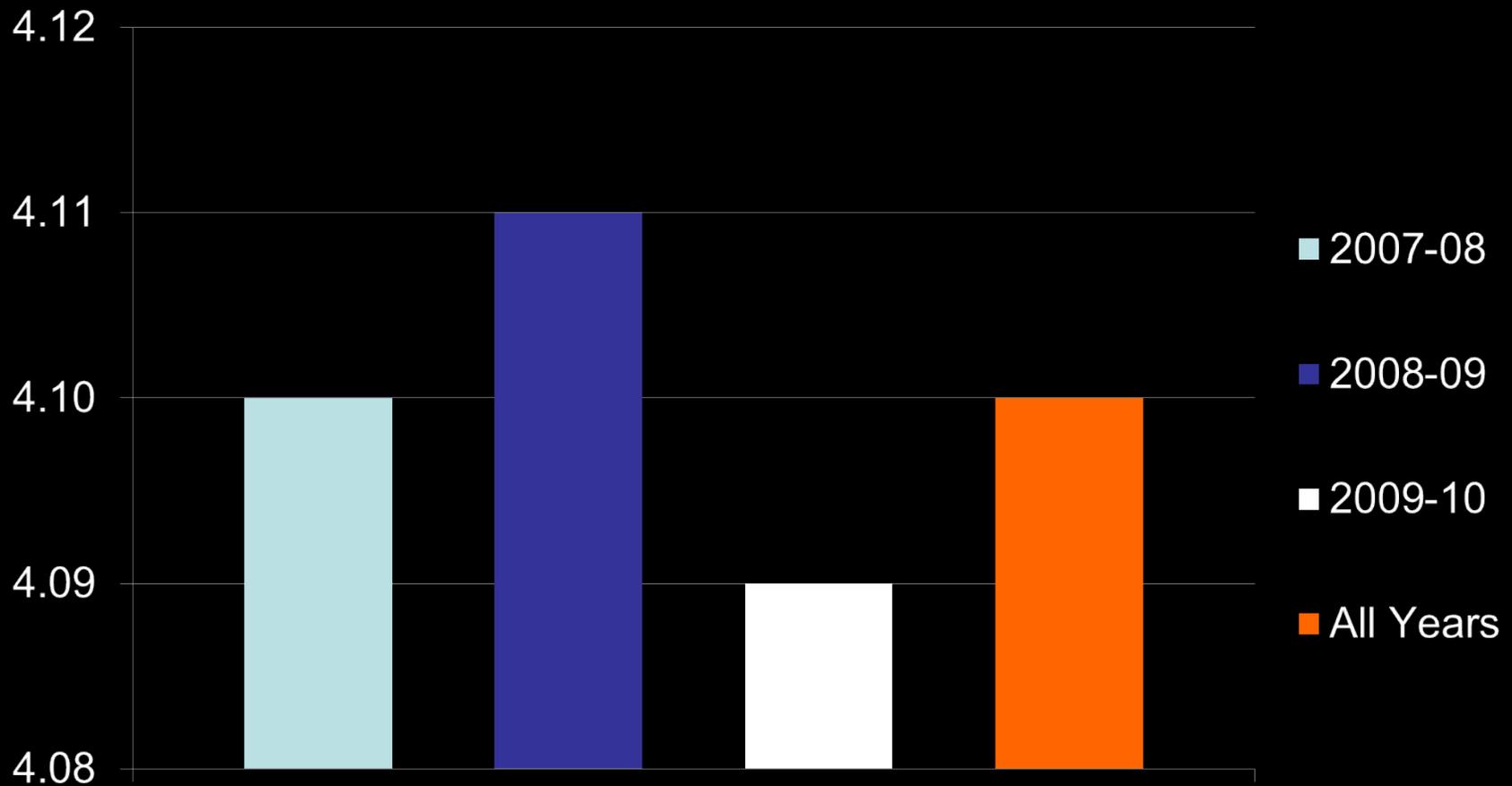
The Data

- All item responses are Likert Items, where 1 = Strongly Disagree and 5 = Strongly Agree
- Compare responses across all three years using a mean value

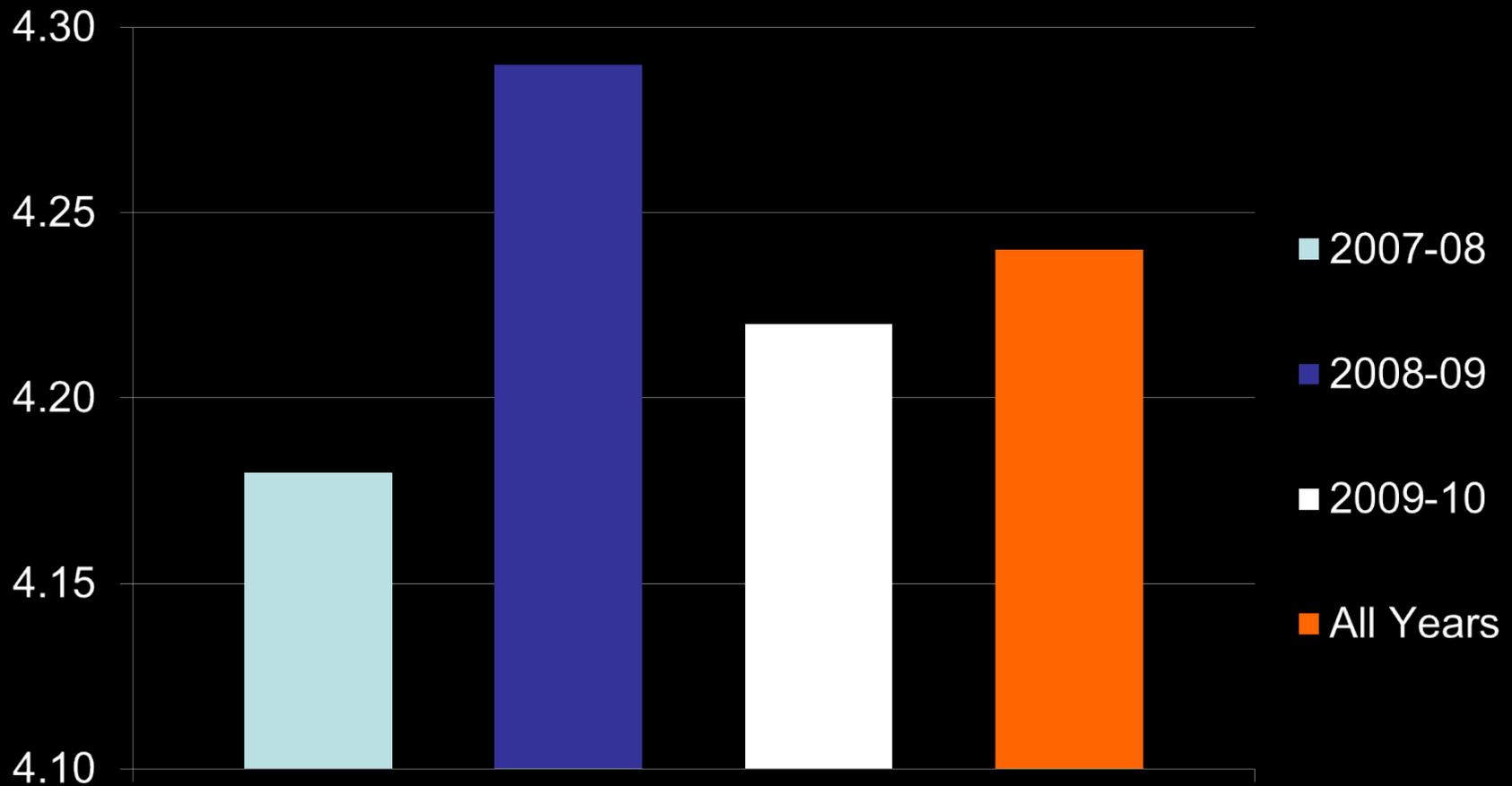
System Efficacy: Three-Year Trend



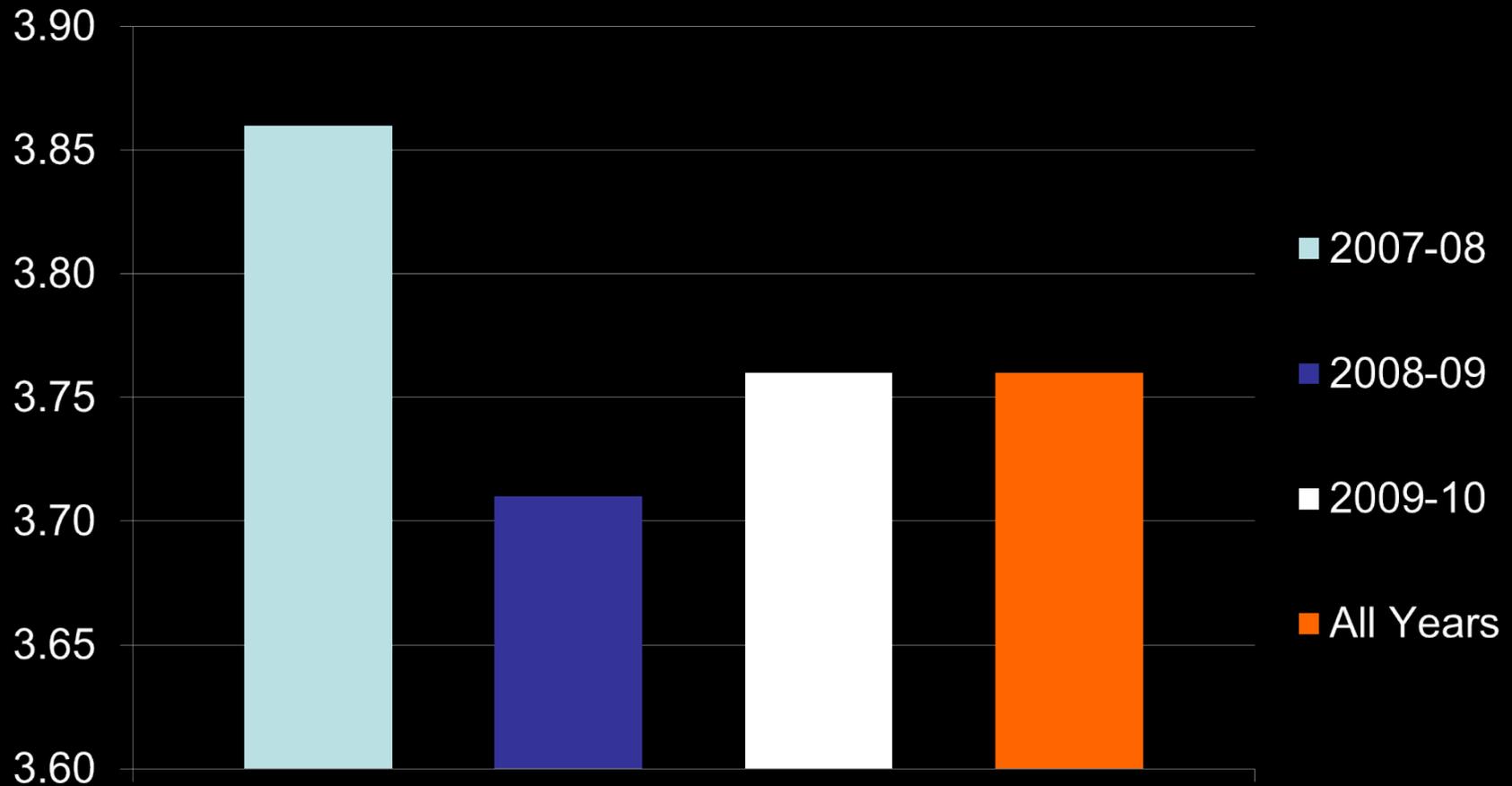
System Efficacy: Received Clear Communication



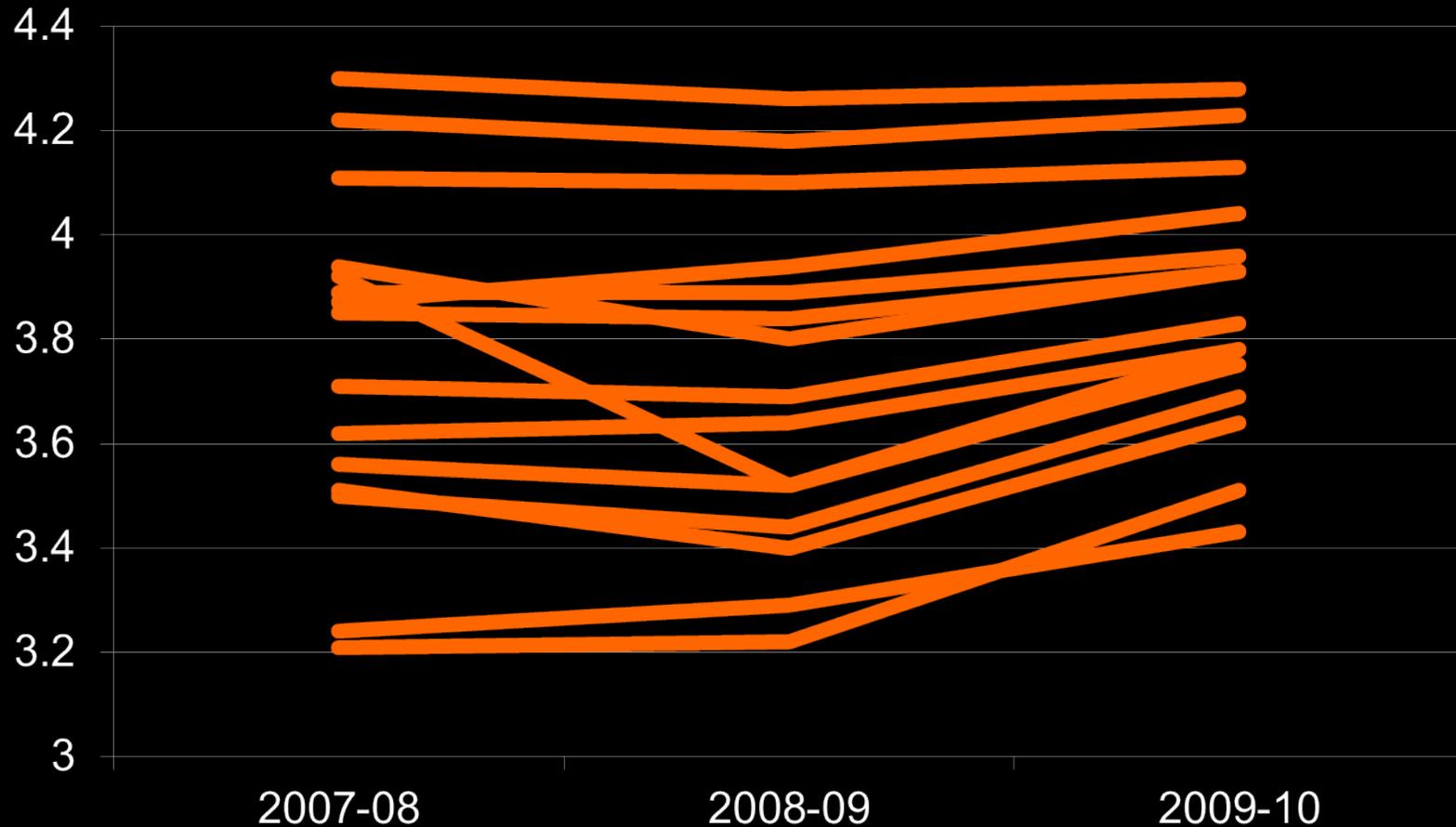
System Efficacy: Treated Respectfully



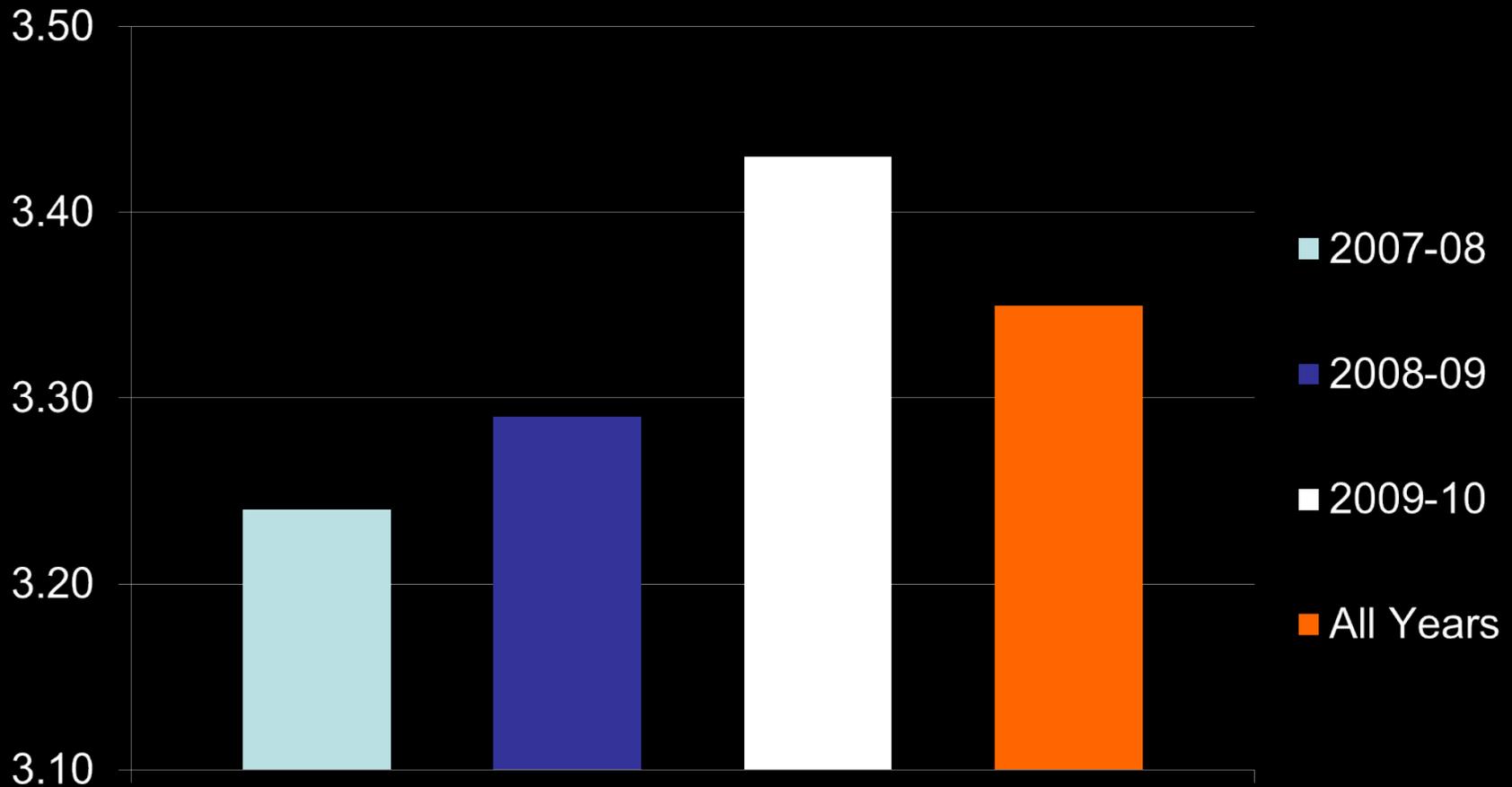
System Efficacy: Timely Manner



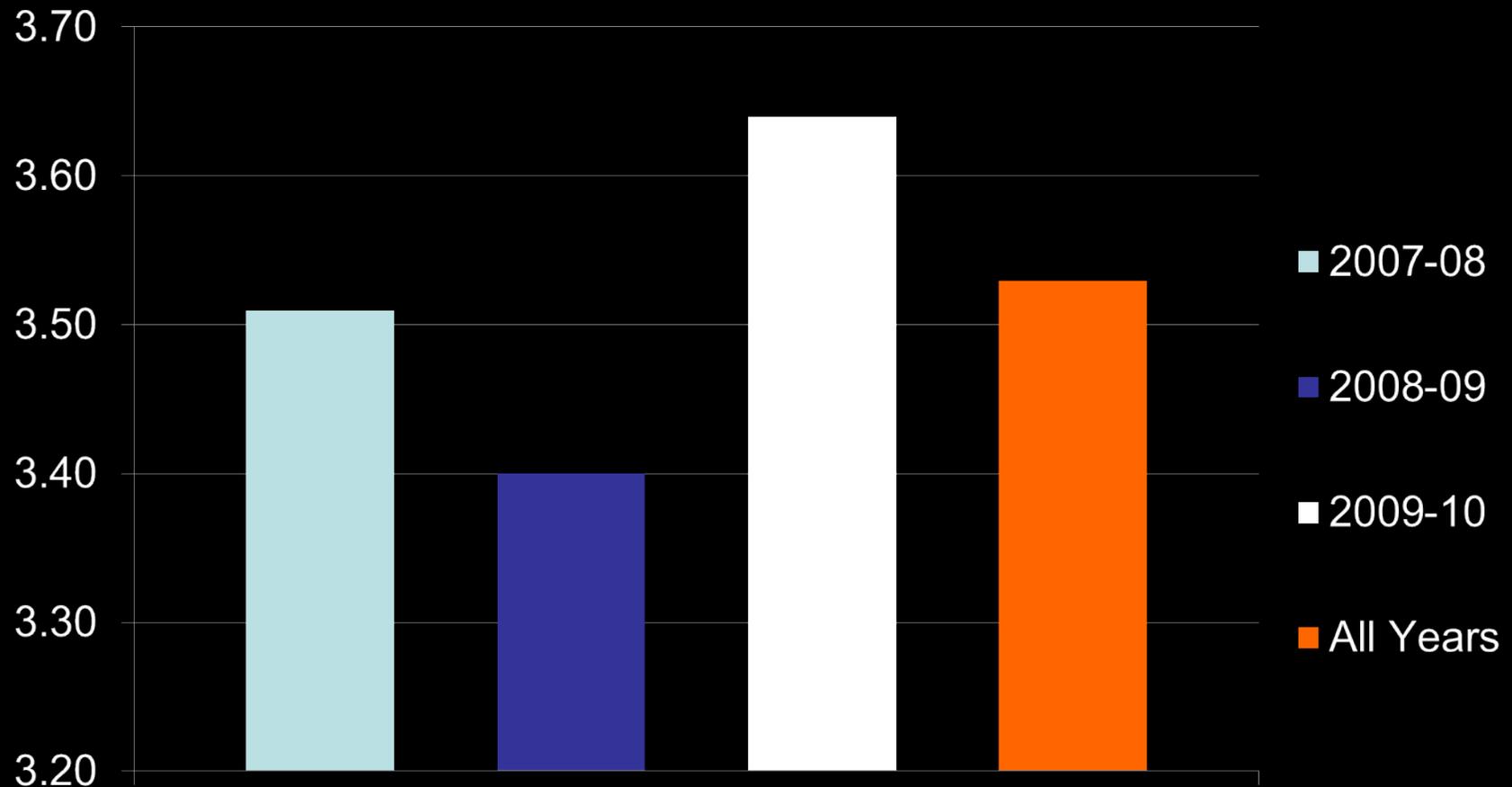
Learning Outcomes: Three Year Trend



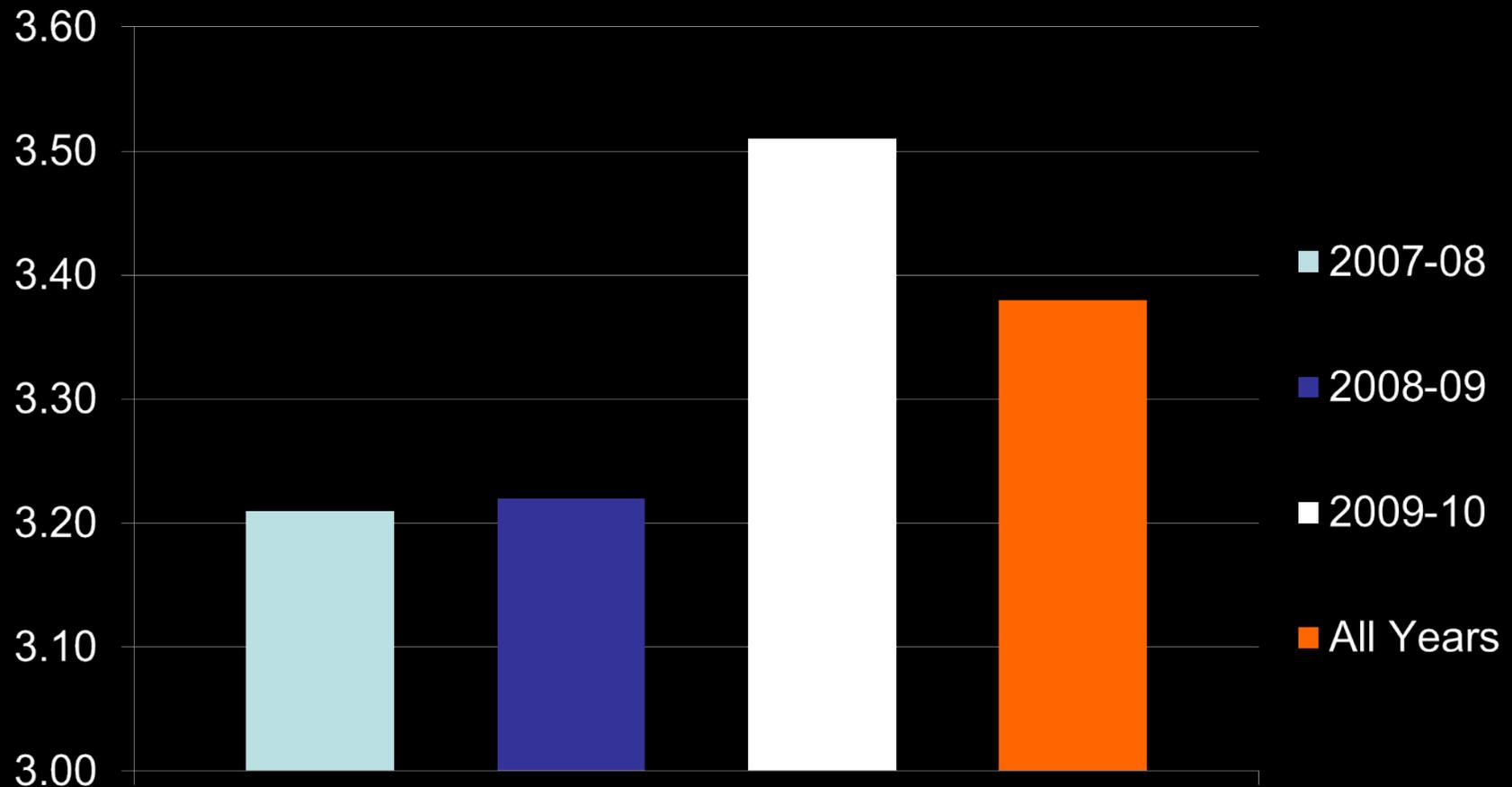
Learning Outcomes: Understand How Conduct Affects Others



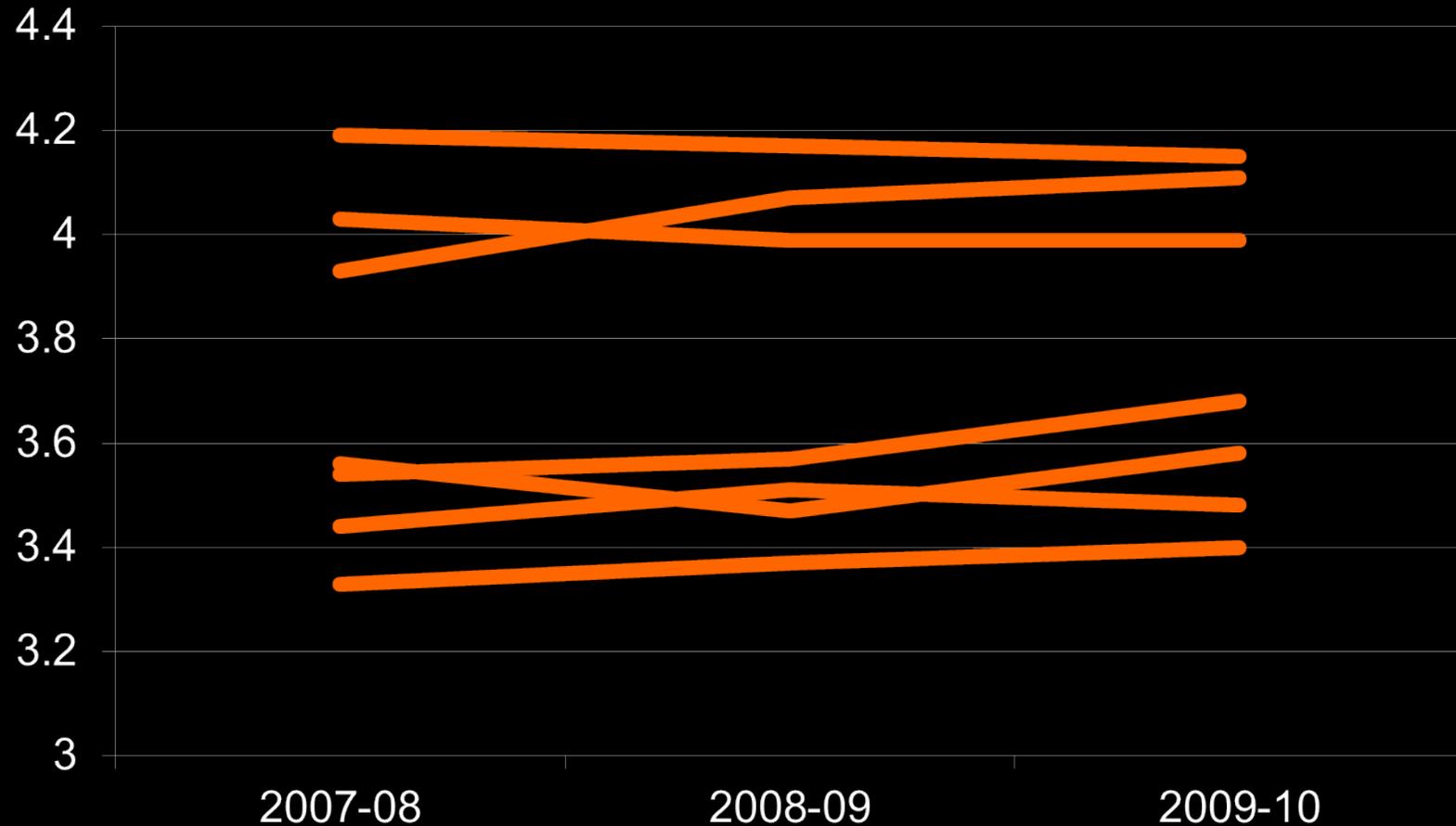
Learning Outcomes: Better Understand Negative Emotional Consequences



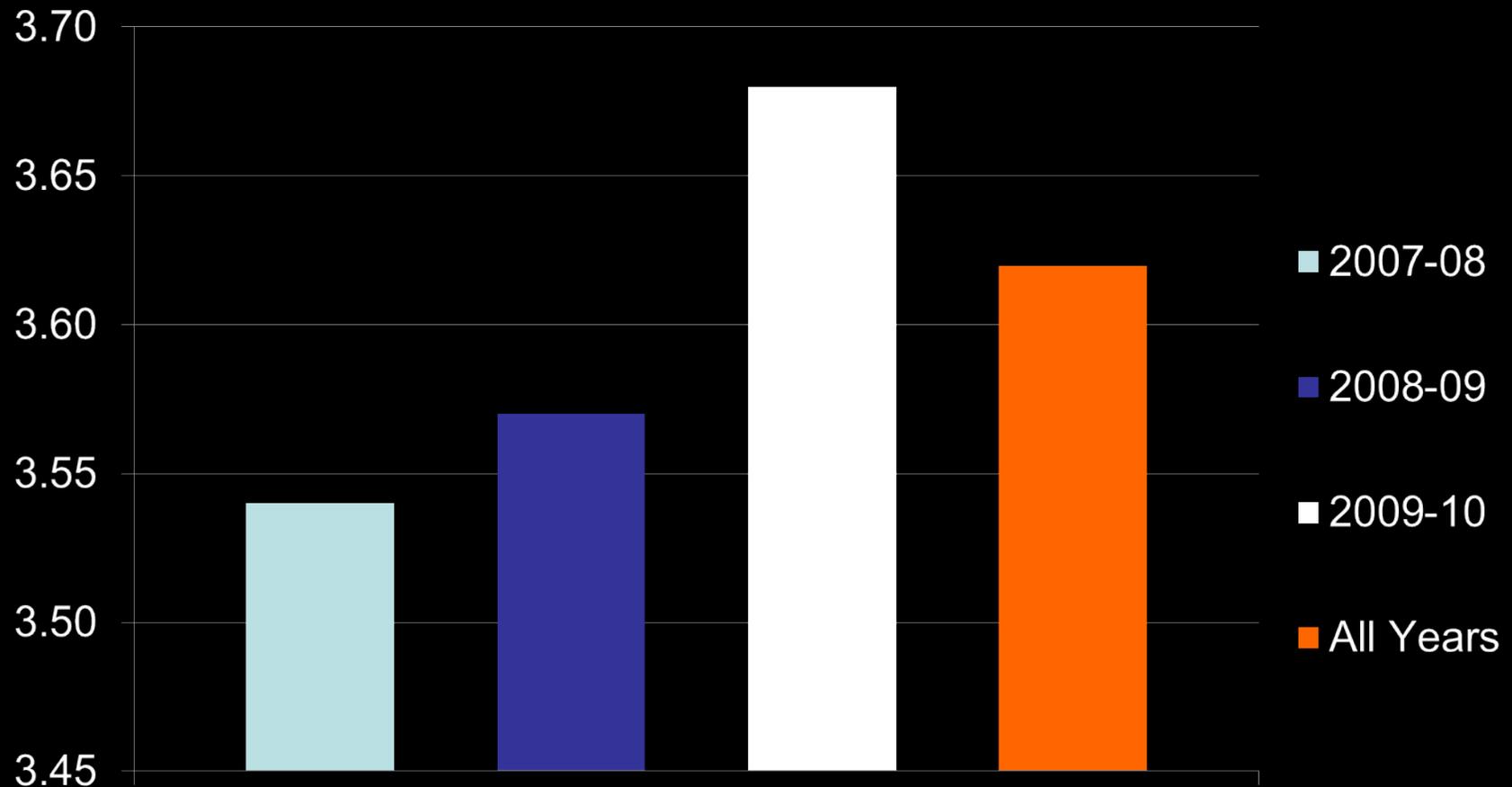
Learning Outcomes: Learned One or More Skills



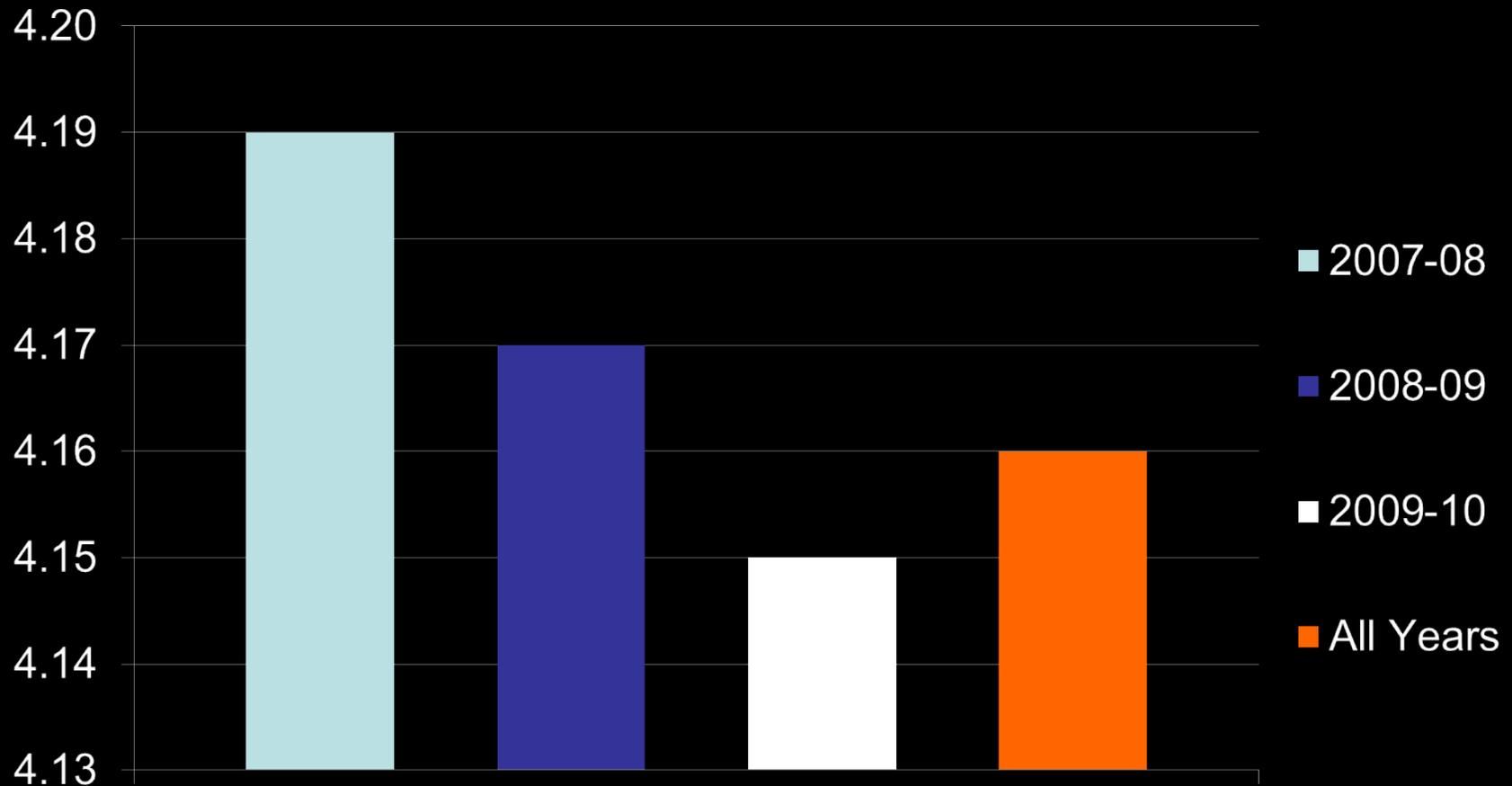
Environmental Press: Three-Year Trends



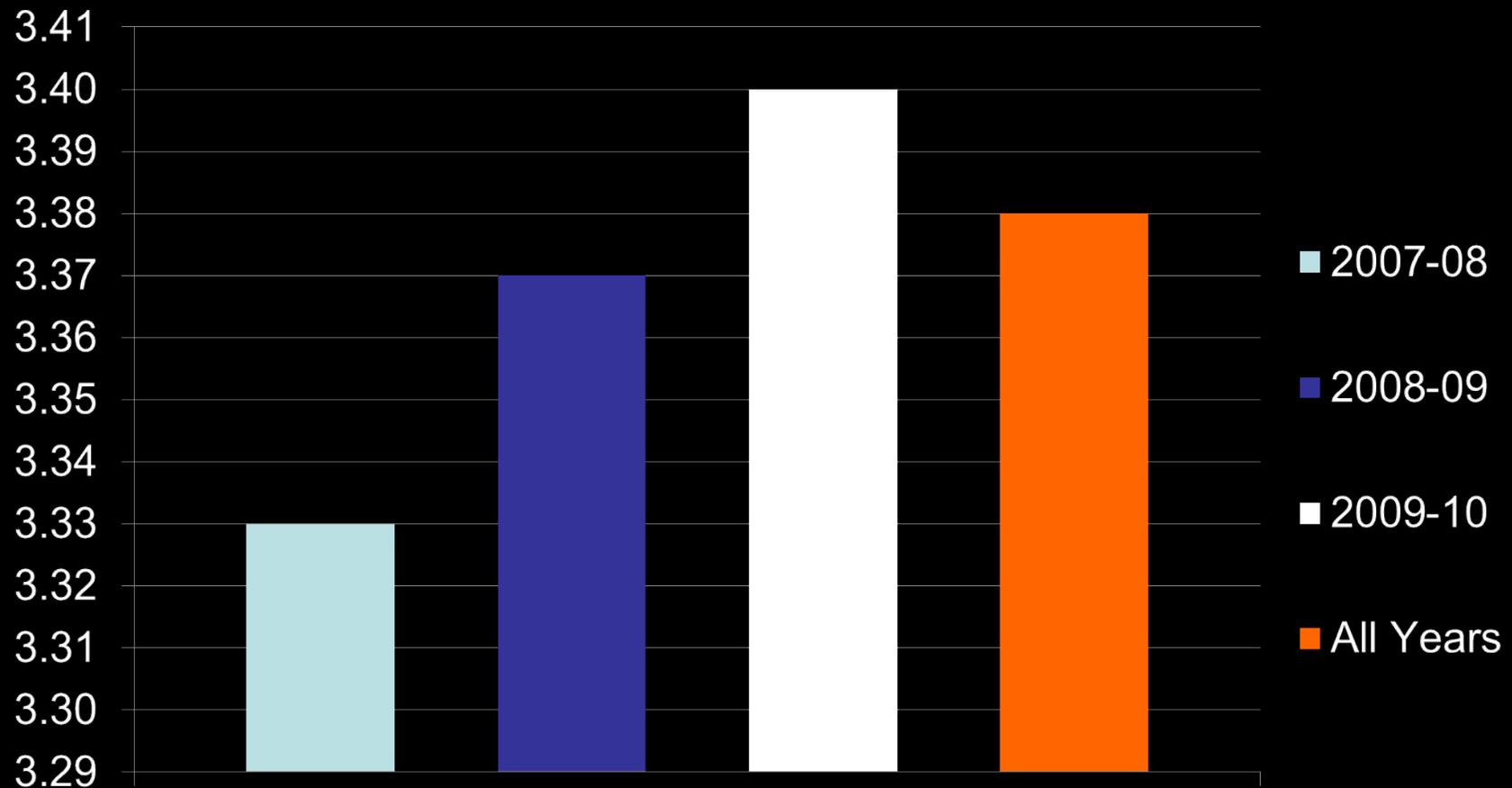
Environmental Press: Expectations Communicated Clearly



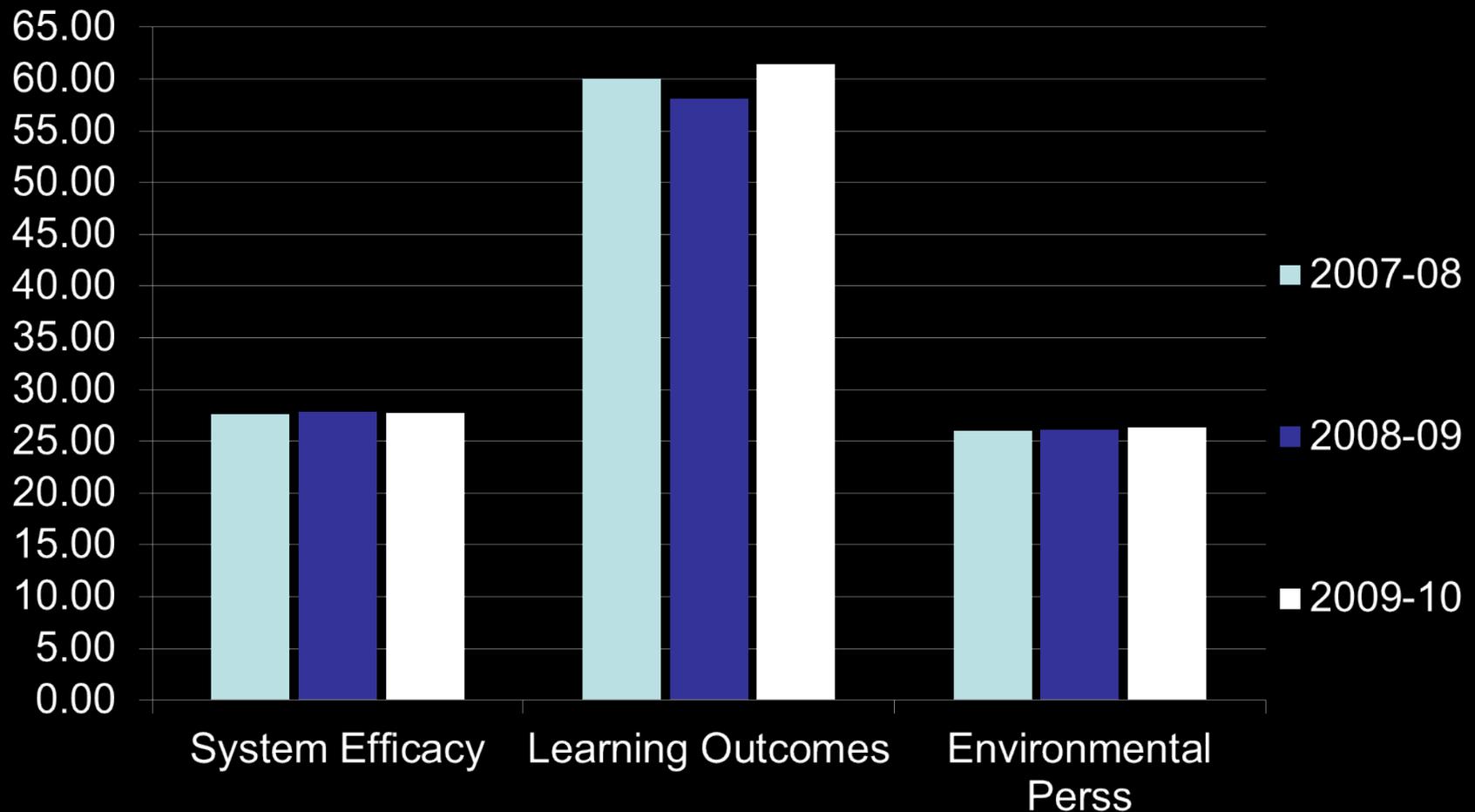
Environmental Press: Faculty Members Reinforce Academic Integrity



Environmental Press: Students Hold One Another Accountable



Overall Scores on Composite Items



Conclusions

- Student conduct administrators at participating institutions are doing an effective job at:
 - Honoring the major tenets of fundamental fairness
 - Results over the three year period show that students believe they are treated fairly and consistently.
 - Scores tend to be flat with no improvement or decline in scores

Conclusions (continued)

- Student conduct administrators at participating institutions are doing an effective job at:
 - Fostering the learning outcomes measured by the SCAPQ
 - Observe a statistically insignificant dip in scores from year one to year two
 - Observe a small but statistically significant improvement from year two to three

Conclusions (continued)

- Student perceptions of their environment have remained constant during the three cycles of data collection
- Dramatic shifts in the environmental press score from year to year have been observed within institutions.

For more information or to join the NASCAP Project
visit:

www.nascaproject.org

Or contact

Steve Janosik - steve@nascaproject.org