

THE NASCAP PROJECT

Outcomes Assessment of the Student Conduct Administration Process:
Alpha College's* 2007-2008 SCAPQ Report

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August 2008

* The reference to Alpha College is fictitious. This document serves as a sample of the reports produced by NASCAP.

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Suggested citation: Janosik, S. M., & Stimpson, M. T. (2008). *Outcomes Assessment of the Student Conduct Administration Process: Alpha College's 2007-2008 SCAPQ Report*. Blacksburg, VA: NASCAP Project.

Executive Summary

- A total of 510 students completed the SCAPQ during the 2007-08 academic year. Two-hundred-and-twenty-two of those respondents were enrolled at Alpha College. The overall response rate was 30.6% and the response rate for the Alpha College sample was 25.5%.
- Alpha College respondents were not representative of the population of referred students at Alpha College. 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 Alpha College respondents on this section of the SCAPQ were well above average but slightly lower than the mean scores for the reference group on each of the seven items. When tested, the significant differences were too small to be meaningful.
- With respect to Learning Outcomes, the mean scores from Alpha College respondents on each of the 10 items dealing with increased understanding and personal responsibility were well above average but slightly lower on all 10 items when compared to the reference group. The item addressing the degree to which referred students understand how their behavior affects others fell below the 3.0 mark. When tested, the significant differences between mean scores were too small to be meaningful.
- 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 Alpha College respondents were well above average but were slightly lower on each of the six items when compared to the reference group. When tested, the significant differences between mean scores were too small to be meaningful. The item addressing the degree to which referred students learned a new skill to help them avoid future misconduct fell below the 3.0 mark.
- 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 Alpha College respondents were well above average and were mixed when compared to the reference group on these seven items. Of special note are the high Alpha College mean scores on Faculty Reinforcing Academic Honesty in the Classroom and the institution being viewed as a Positive Force in the Community.

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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 2007-2008 administration of the SCAPQ for Alpha College.

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. A total of five institutions participated in the 2007-2008 administration of the SCAPQ.

Methods

Data collection for this report began in August of 2007 and concluded in May of 2008. An email message was provided to staff members at participating institutions to send to students whose judicial 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 510 students completed the SCAPQ. Two-hundred-and-twenty-two of those surveys were completed by students enrolled at Alpha College. The overall response rate for the 2007-2008 SCAPQ administration (the reference group) was 30.6%, and the response rate for the Alpha College sample was 25.5%.

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

Items	Reference Group Alpha	AC Alpha
Total SCAPQ	.97	.97
System Efficacy	.89	.86
Learning Outcomes	.96	.96
Environmental Press	.89	.87

All of these coefficients fall well within acceptable ranges for the purposes of these analyses.

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 Alpha College respondents' mean scores and the reference group's mean scores were evaluated for statistical significance at the .05 level using independent t-tests. While the independent 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 smaller), small effect size (.2 - .49), medium effect size (.5 - .79), and large effect size (.8 or larger).

Sample vs. Population

To help substantiate the generalizability of these data, we compared the Alpha College respondents with the population of 2007-08 referred students at Alpha College on select demographic variables. In our analysis we found that Alpha College respondents were over represented by women, Caucasian students, and students residing off campus and under represented by men, African-American students, Asian students, Hispanic students, and students residing on campus. This lack of representativeness should be taken into account when drawing conclusion about these results.

Sections of this Report

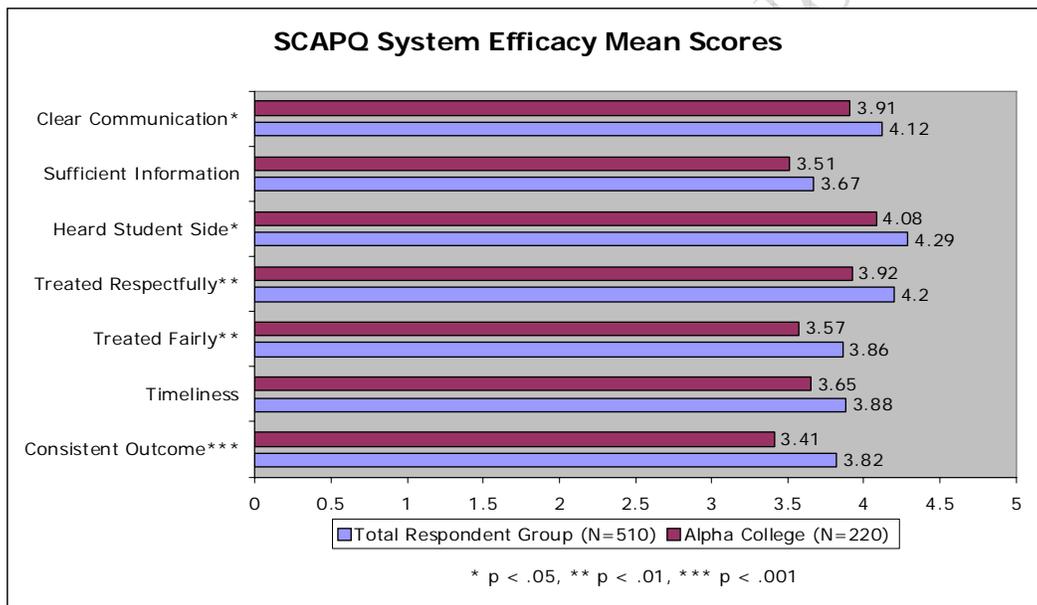
Following the introduction, the report details the results of the SCAPQ. Bar charts are used to compare the mean response for the Alpha College sample to the mean response for all five institutions. All bar charts are based on responses from 220 Alpha College respondents during the 2007-2008 academic year and a corresponding reference group of 510 student respondents from five institutions including Alpha College 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 Alpha College 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 seven items addressing system efficacy. The mean scores from Alpha College respondents were well above average but slightly lower than the mean scores for the reference group on each of the seven items.

You can use this information in staff trainings to demonstrate the areas of your system that are effective and areas that need improvement.



Mean scores differed significantly on the following items: Clear Communication, Heard Student Side, Treated Respectfully, Treated Fairly, Timeliness, and Consistent Outcome. However, effect sizes were insignificant on three items: Clear Communication ($d = .18$), Heard Student Side ($d = .18$), and Timeliness ($d = .18$). Effect sizes were small for the remaining three items: Treated Respectfully ($d = .23$), Treated Fairly ($d = .22$), and Consistent Outcome ($d = .32$). These results can be interpreted to mean that these differences have little practical significance.

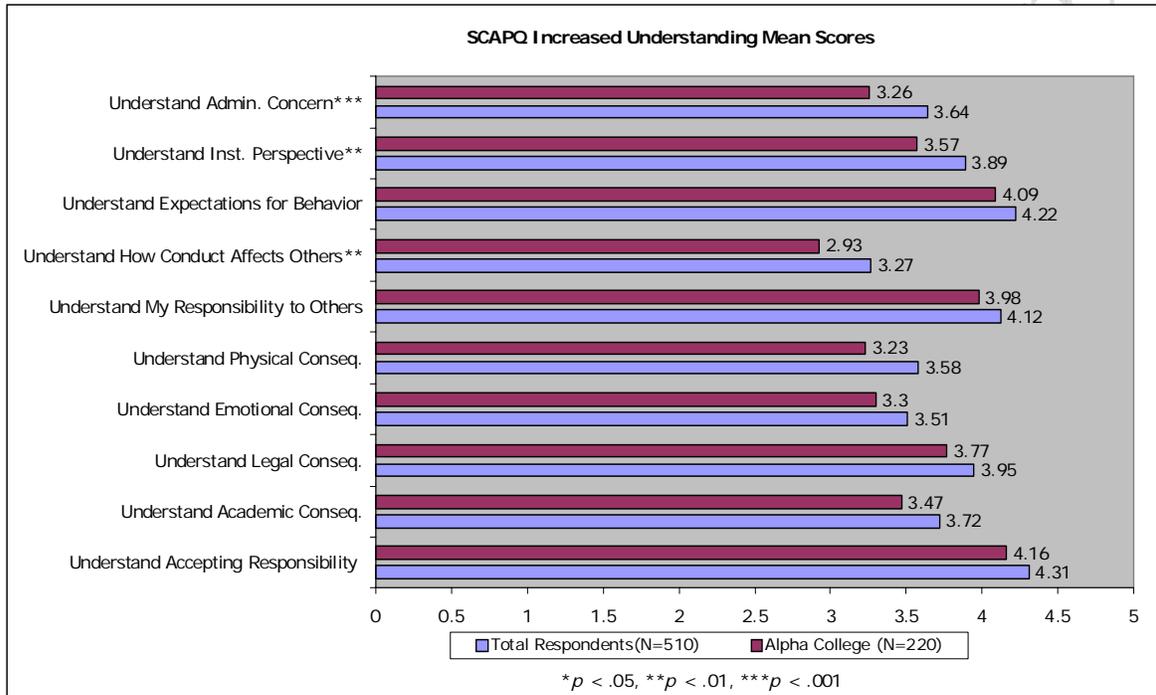
Learning Outcomes

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, personal responsibility, and behavior change.

Share this information with your Dean or VP to show how your work affects student behavior.

Respondents rated items on a five-point scale (1 = low; 5 = high). The first bar chart titled, “SCAPQ Increased Understanding Mean Scores” shows the mean scores on each of the 10 items dealing with increased understanding and personal responsibility. The mean scores from Alpha College respondents were well above average but

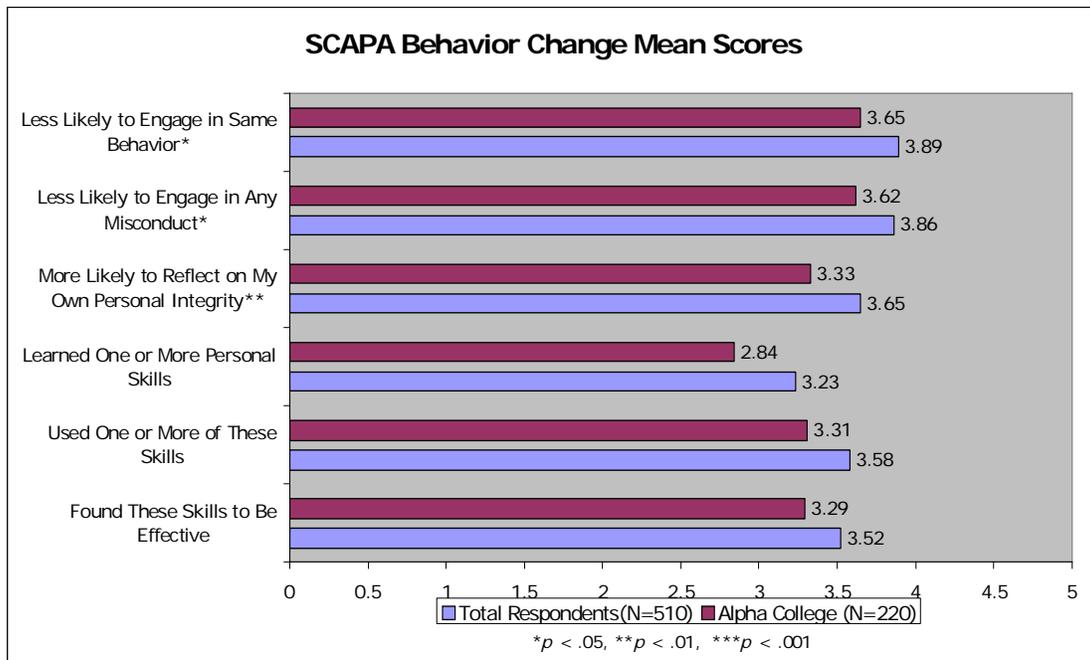
slightly lower on all 10 items when compared to the reference group. The item addressing the degree to which referred students understand how their behavior affects others fell below the 3.0 mark.



Mean scores differed significantly on three items: Understand Administrator Concern, Understand Institutional Perspective, and Understand How Conduct Affects Others. The effect size for each of these items was small: $d = .29, .25,$ and $.22$ respectively. These results can be interpreted to mean that these differences have little practical significance. The second of these two bar charts deals with behavior change and is titled, “SCAPQ Behavior Change Mean Scores.” 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. A third item in this subsection asks if they are more likely to reflect on their sense of personal integrity as a result of their hearing. 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,

Information on how a student’s behavior has changed provides hearing officers and board members valuable information about the affect they are having on students’ future behavior.

and if they found the new skill to be effective in their personal lives. The mean scores from Alpha College respondents were well above average but were slightly lower on five items when compared to the reference group's mean scores. The item addressing the degree to which referred students learned a new skill to help them avoid future misconduct fell below the 3.0 mark.



Mean scores differed significantly on three items: Less Likely to Engage in Same Behavior, Less Likely to Engage in Any Misconduct, and More Likely to Reflect on My Own Personal Integrity. The effect sizes were small for Reflect on My Own Personal Integrity ($d = .22$). Meanwhile, effect sizes were insignificant for Less Likely to Engage in Same Behavior ($d = .17$) and Less Likely to Engage in Any Misconduct ($d = .18$). These results can be interpreted to mean that these differences have little practical significance.

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.

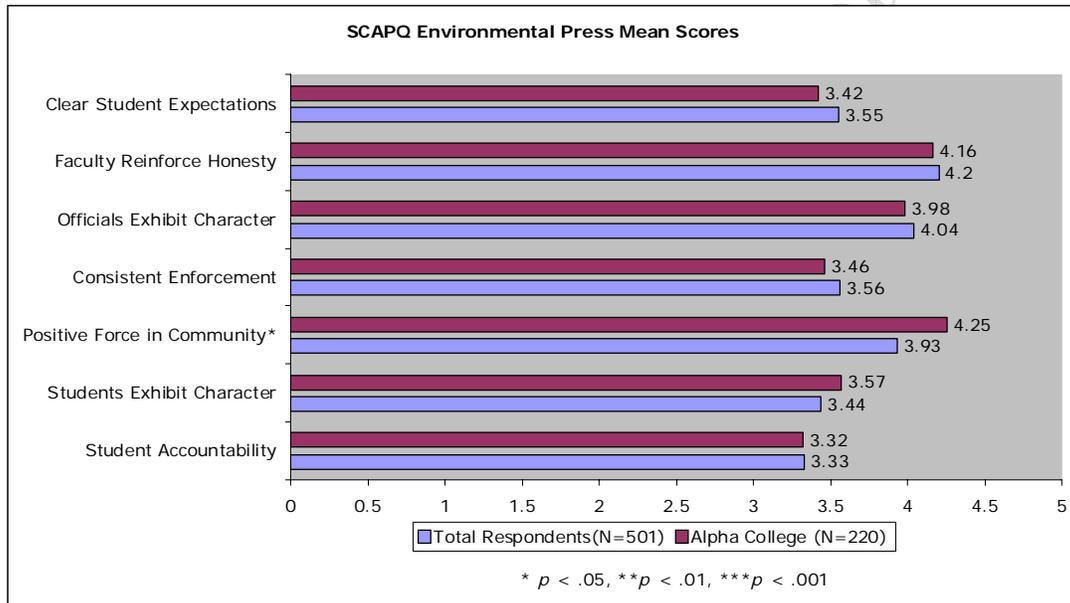
Seven items in the SCAPQ measure what we call the environmental press and attend to such issues as: communicating clearly about expectations for student behavior, reinforcing the importance of academic integrity in the classroom, institutional officials demonstrating high morale character, enforcing 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.

These items provide interesting information about the campus climate and could be used to develop campus wide programs to address campus culture.

Respondents were asked to rate items on a five-point scale (1 = low; 5 = high). The bar chart shown below shows the mean scores on each of the seven items from Alpha College respondents during the 2007-2008 academic year and a corresponding reference group from five institutions including Alpha College from the same time period.

The mean scores from Alpha College respondents were well above average and were mixed when compared to the reference group. Of special note is the high Alpha College mean score on Positive Force in the Community; which, while the effect size was small ($d = -.36$), was significantly higher than the reference group's mean score.



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 2008-2009 academic year, or to obtain access to the Alpha College raw data please contact either Steve Janosik (sjanosik@vt.edu) or Matthew Stimpson (stimpson@vt.edu). For more information about the NASCAP Project please visit: www.nascaproject.org.

**Appendix
SCAPQ Statistics by Item**

	AC Mean	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
System Efficacy						
Clear Communication	3.91	4.12	2.23	726	.026	.18
Sufficient Information	3.51	3.67	1.54	726	.125	.12
Heard Student Side	4.08	4.29	2.22	726	.027	.18
Treated Respectfully	3.92	4.20	2.85	724	.005	.23
Treated Fairly	3.57	3.86	2.72	720	.007	.22
Timeliness	3.65	3.88	2.20	723	.028	.18
Consistent Outcome	3.41	3.82	3.96	719	.000	.32
Learning Outcomes – Increased Understanding						
Understand Administrator Concern	3.26	3.64	3.44	724	.001	.28
Understand Institutional Perspective	3.57	3.90	2.97	380	.003	.25
Understand Expectations For Student Behavior	4.09	4.22	1.66	723	.096	.13

	AC Mean	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Learning Outcomes – Increased Understanding (continued)						
Understand How Conduct Affects Others	2.93	3.27	2.72	721	.007	.22
Understand My Responsibility to Others	3.98	4.12	1.60	721	.111	.13
Understand Physical Consequences	3.23	3.58	1.40	721	.167	.24
Understand Emotional Consequences	3.30	3.51	0.94	244	.347	.14
Understand Legal Consequences	3.77	3.95	0.89	267	.376	.13
Understand Academic Consequences	3.47	3.72	1.09	225	.278	.17
Understand Accepting Responsibility	4.16	4.31	1.70	722	.09	.14
Learning Outcomes – Behavior Change						
Less Likely to Engage in Same Behavior	3.65	3.89	2.10	714	.036	.17

	AC Mean	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Learning Outcomes – Behavior Change (continued)						
Less Likely to Engage in Any Misconduct	3.62	3.86	2.21	715	.028	.22
More Likely to Reflect on My Own Personal Integrity	3.33	3.84	1.63	717	.103	.13
Learned One or More Personal Skills	2.84	3.23	1.66	266	.098	.24
Used One or More of These Skills	3.31	3.58	1.20	236	.232	.18
Found These Skills to Be Effective	3.29	3.52	1.03	241	.304	.16
Environmental Press						
Clear Student Expectations	3.42	3.55	1.32	723	.188	.11
Faculty Reinforce Honesty	4.16	4.20	0.54	719	.588	.04
Officials Exhibit Character	3.98	4.04	0.71	721	.477	.06
Consistent Enforcement	3.46	3.56	1.00	714	.317	.08

	AC Mean	Reference Mean	<i>t</i>	Degrees of Freedom	<i>p</i>	<i>d</i>
Environmental Press (continued)						
Positive Force in Community	4.25	3.93	-3.53	470	.000	-.36
Students Exhibit Character	3.57	3.44	-1.43	722	.154	-.12
Student Accountability	3.32	3.33	0.14	718	.891	.01

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