
The NASCAP Project: Transforming Student Conduct Administration Practice through Outcomes Assessment

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Outline

- Introduction to the NASCAP Project
- Assessment Myths
- Assessment Defined
- NASCAP Goals
- The NASCAP Questionnaires
- Data Examples

Introduction to NASCAP

- The NASCAP Project allows members to collect assessment data in three goal areas: System Efficacy, Student Learning, and Campus Environment.
 - Questionnaires have been field tested and are psychometrically sound.
 - All members have to do is send email to students who completed their hearings.
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Introduction to NASCAP

- NASCAP collects and analyzes the data.
- Members receive annual reports complete with benchmark data based on the current reference group.

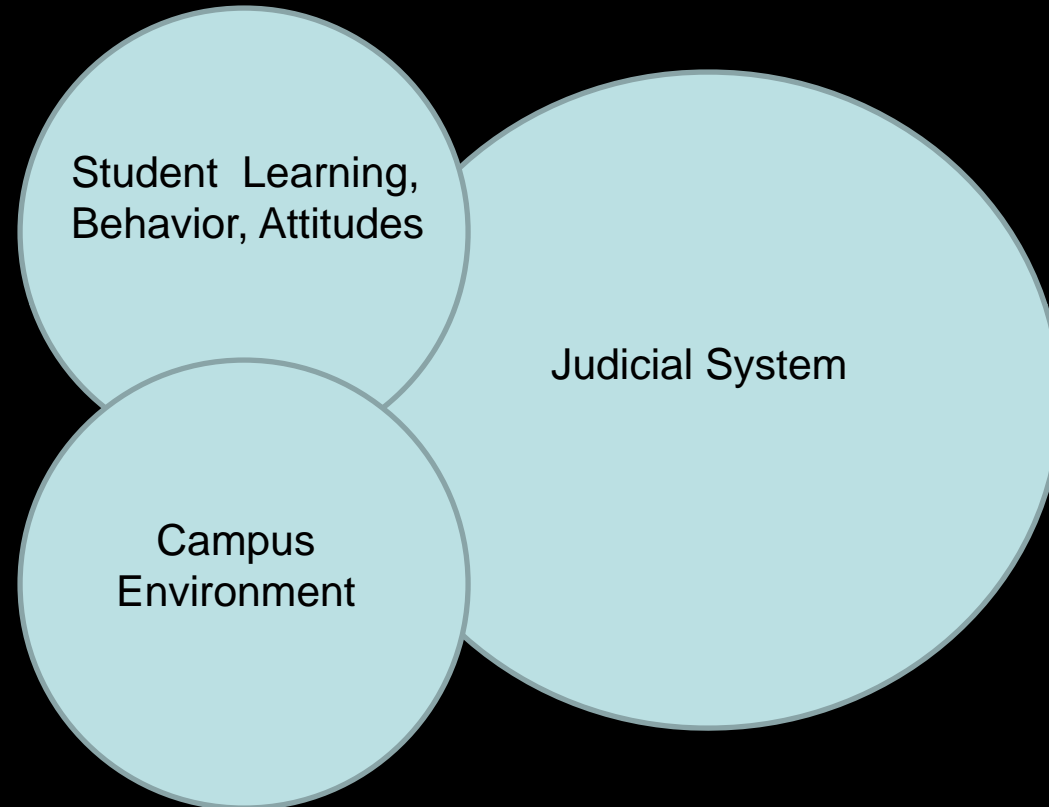
Assessment Myths

- **Assessment is just a fad**
 - Assessment is here to stay
- **Assessment is too hard**
 - It doesn't have to be if you are realistic
- **Assessment won't affect my daily work**
 - It should help you focus on what is important and improve your conduct system

Assessment Defined

“Assessment is **a process that focuses on student learning**, a process that involves reviewing and reflecting on practice as academics have always done, but in a more planned and careful way” (Palomba & Banta, 1999, p. 1).

NASCAP Domains



$$B(f) = P \times E$$

NASCAP Goals

- Determine Conduct System Efficacy
- Identify Student Learning
 - Understanding Community Standards
 - Understanding Consequences
 - Modifying Future Behavior
- Measure Campus Environment

National Assessment of Student Conduct Adjudication Processes (NASCAP)

- Two components:
 - The Student Conduct Adjudication Processes Questionnaire (piloted in the 2007-08 academic year)
 - The Educational Sanction Outcomes Assessment Questionnaire (pilot launched in January of 2008)

The Student Conduct Adjudication Processes Questionnaire

- A 46 item questionnaire broken down into four parts:
 - Part I: Efficacy of the student conduct system
 - Part II: Student learning outcomes
 - Part III: Institutional environment
 - Part IV: Student demographics

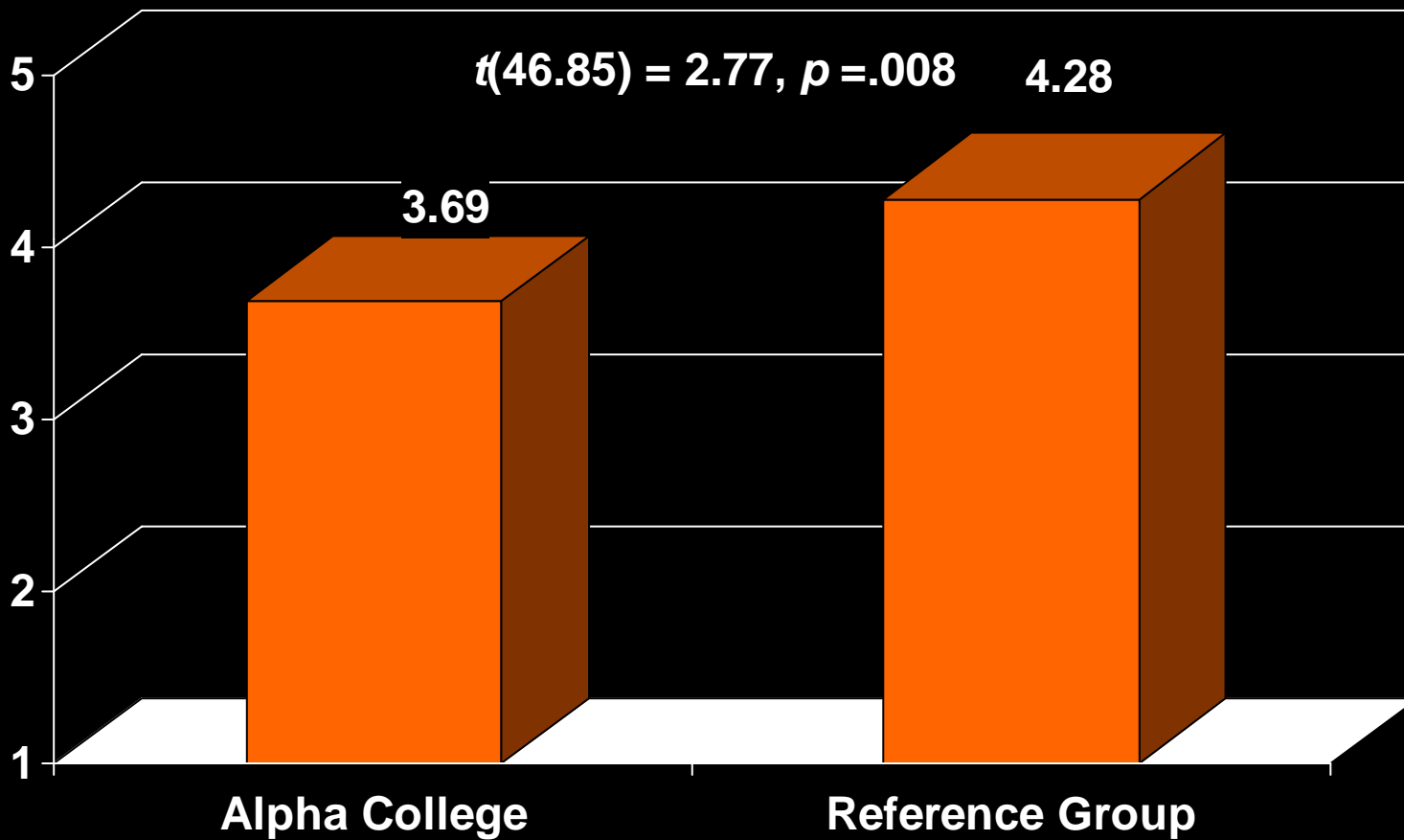
Using the Results of the Student Conduct Adjudication Processes Questionnaire to Transform Practice

Part I: System Characteristics

System Characteristics

- Purpose is to evaluate the efficacy of a student conduct system
- Efficacy of the system is evaluated by assessing post adjudication items such as:
 - Timeliness of adjudication
 - Clarity of communications with students
 - Perceived procedural fairness
 - Sufficiency of information given to students about processes

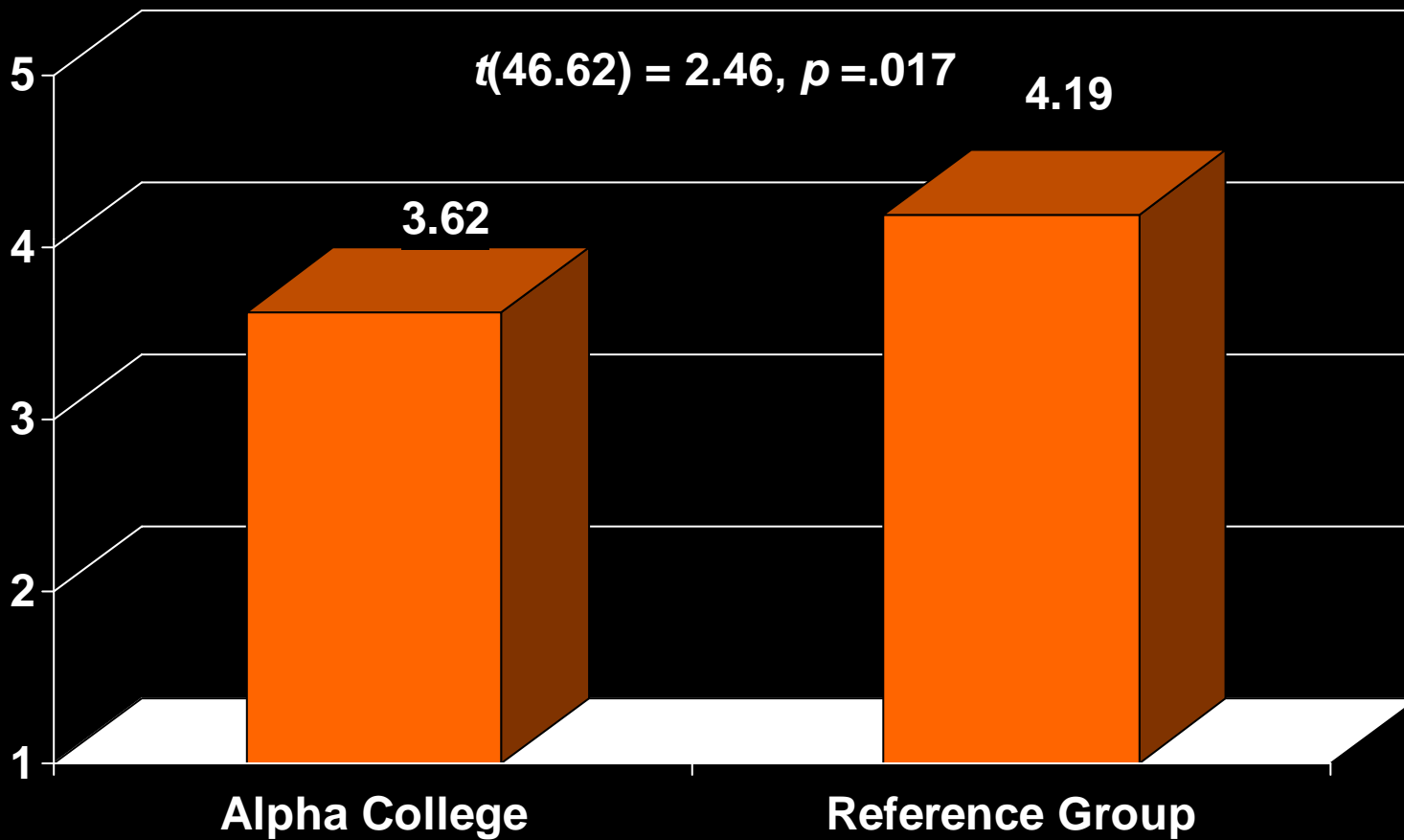
Given a Chance to Tell My Side of the Story



With This Data

Conduct officers might examine their “scripts or check lists” to make sure they take the time to collect information from the student in the hearing and make sure their verbal and non-verbal behavior communicates interest in what the referred student has to say about the incident.

I was Treated with Respect



With This Data

Conduct officers might want to make sure:

- The student is greeted warmly
- The hearing starts promptly
- The meeting is not interrupted or rushed
- Accusations are avoided
- One's tone of voice is pleasant

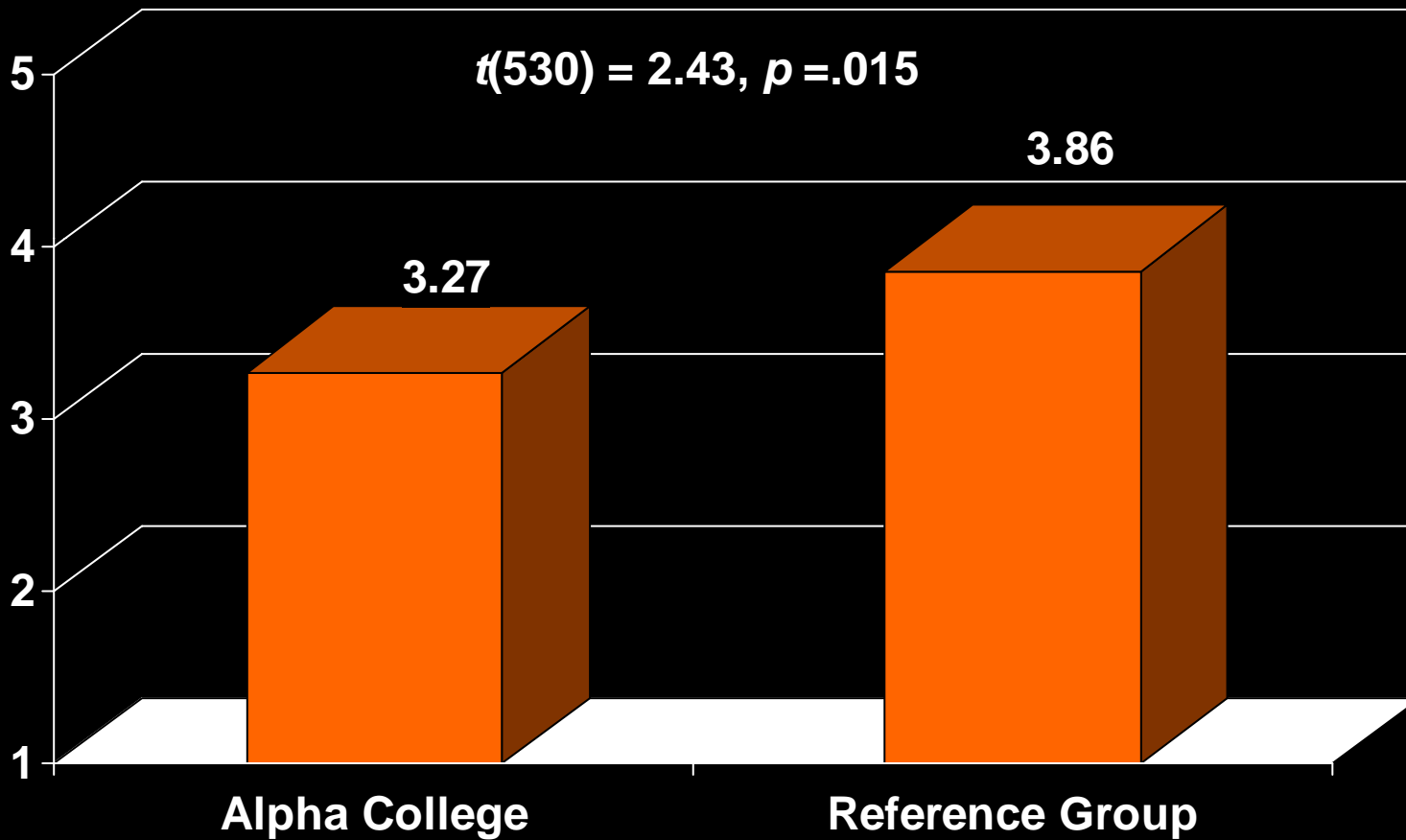
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Part II: Student Outcomes

Student Outcomes

- Purpose is to evaluate if students have a greater understanding of expectations for behavior
- Expectations for behavior are evaluated by assessing post adjudication items such as:
 - If students understand expectations for appropriate behavior
 - If students are less likely to engage in misconduct in the future
 - If students make the connection between their behavior and its effect on the community

Less Likely to Engage in Any Misconduct in the Future

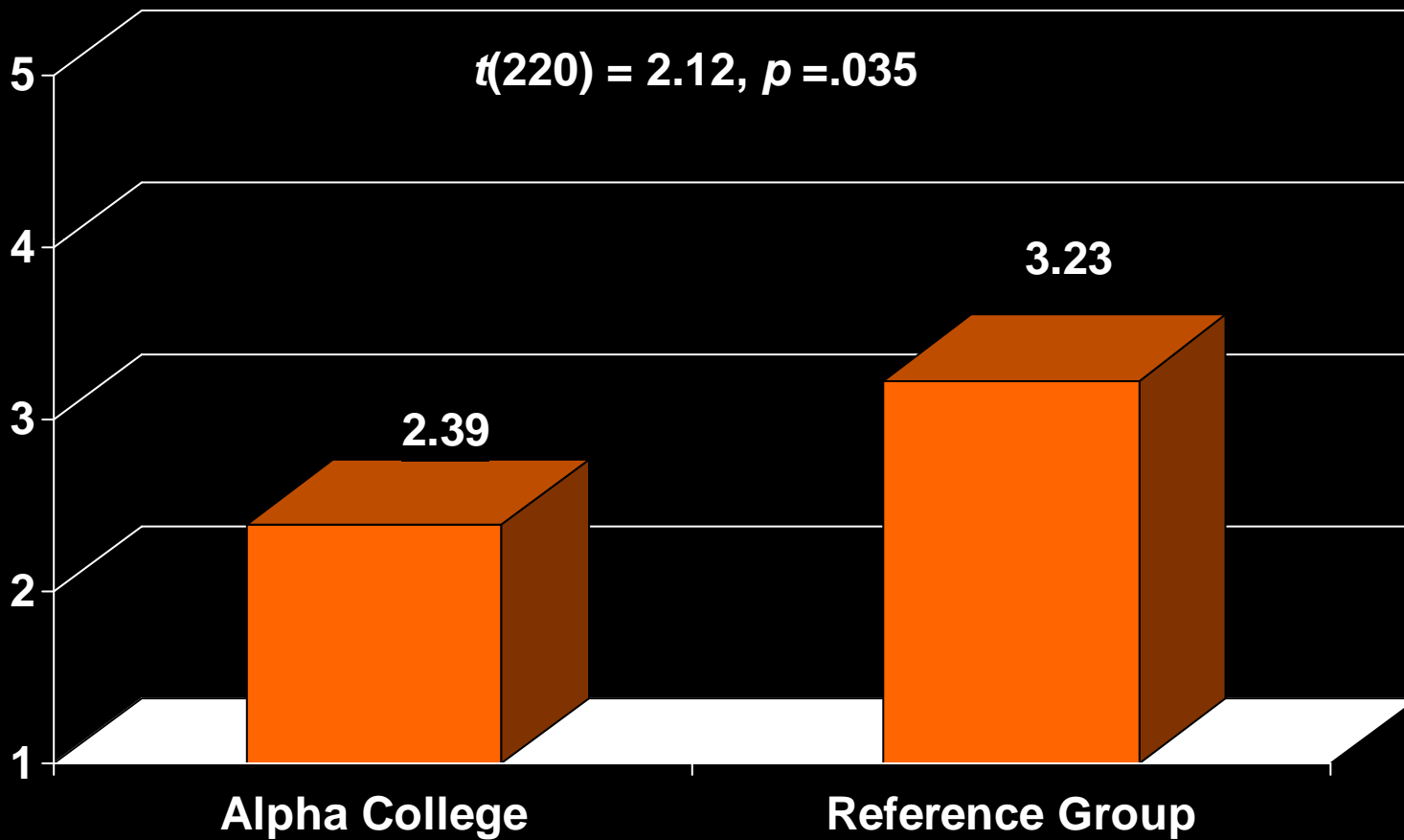


With This Data

Conduct officers might want to make sure they:

- Describe how the misconduct is viewed and what might result if misconduct continues
- Discuss personal development and the maturation process

Learned a New Skill



With This Data

Conduct officers might want to make sure they:

- Help students identify how they became involved in the incident in the first place
- Identify, in advance of the hearing, strategies that might help students avoid making poor choices in the future
- Discuss and practice (if appropriate) these strategies with students before the close of the hearing

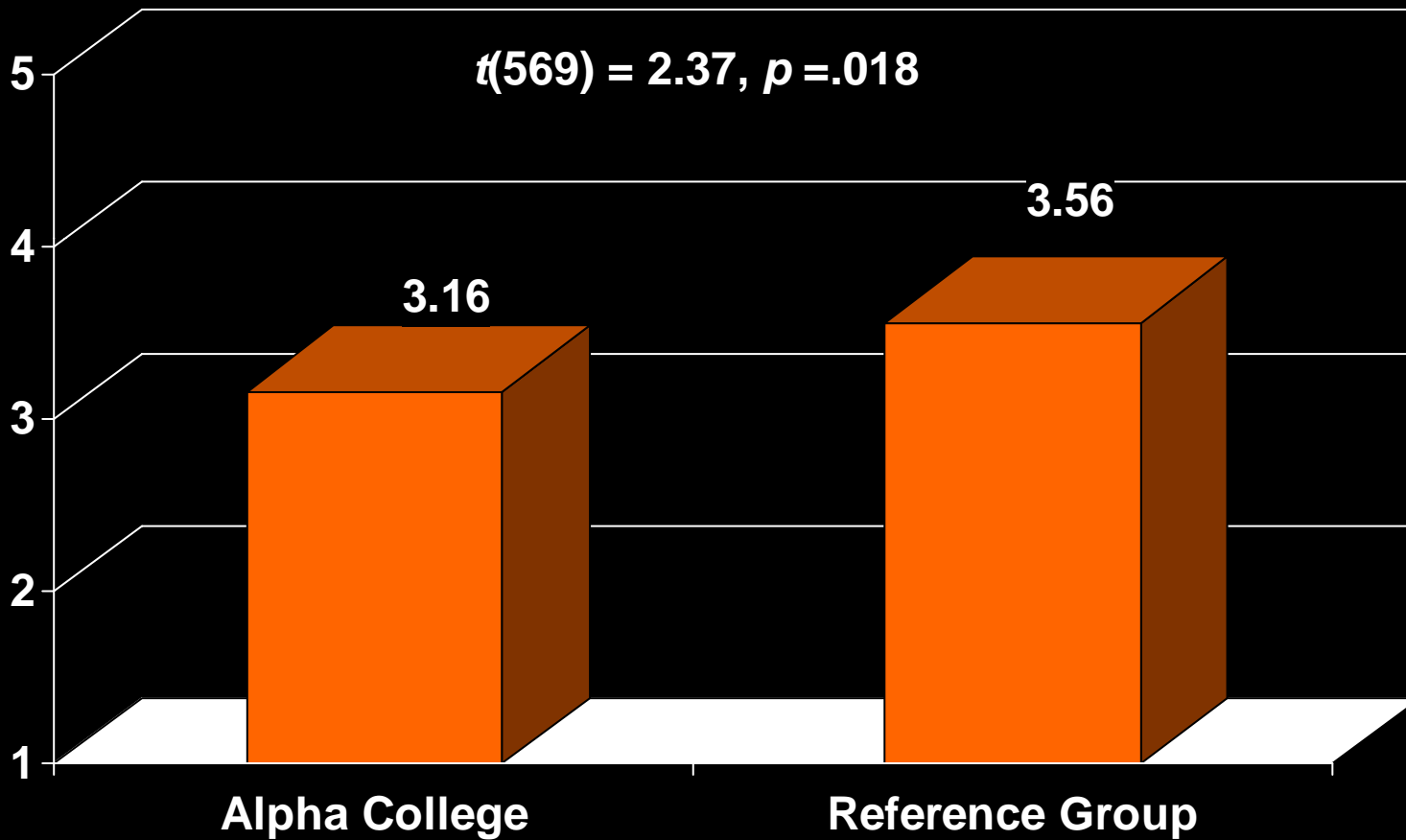
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Part III: Environment

Institutional Environment

- Purpose is to evaluate areas of the institution's environment that may influence student outcomes
- Environment is evaluated by assessing:
 - The climate towards academic integrity
 - If students hold one another accountable
 - If students feel that policies are enforced consistently

Policies Enforced Consistently

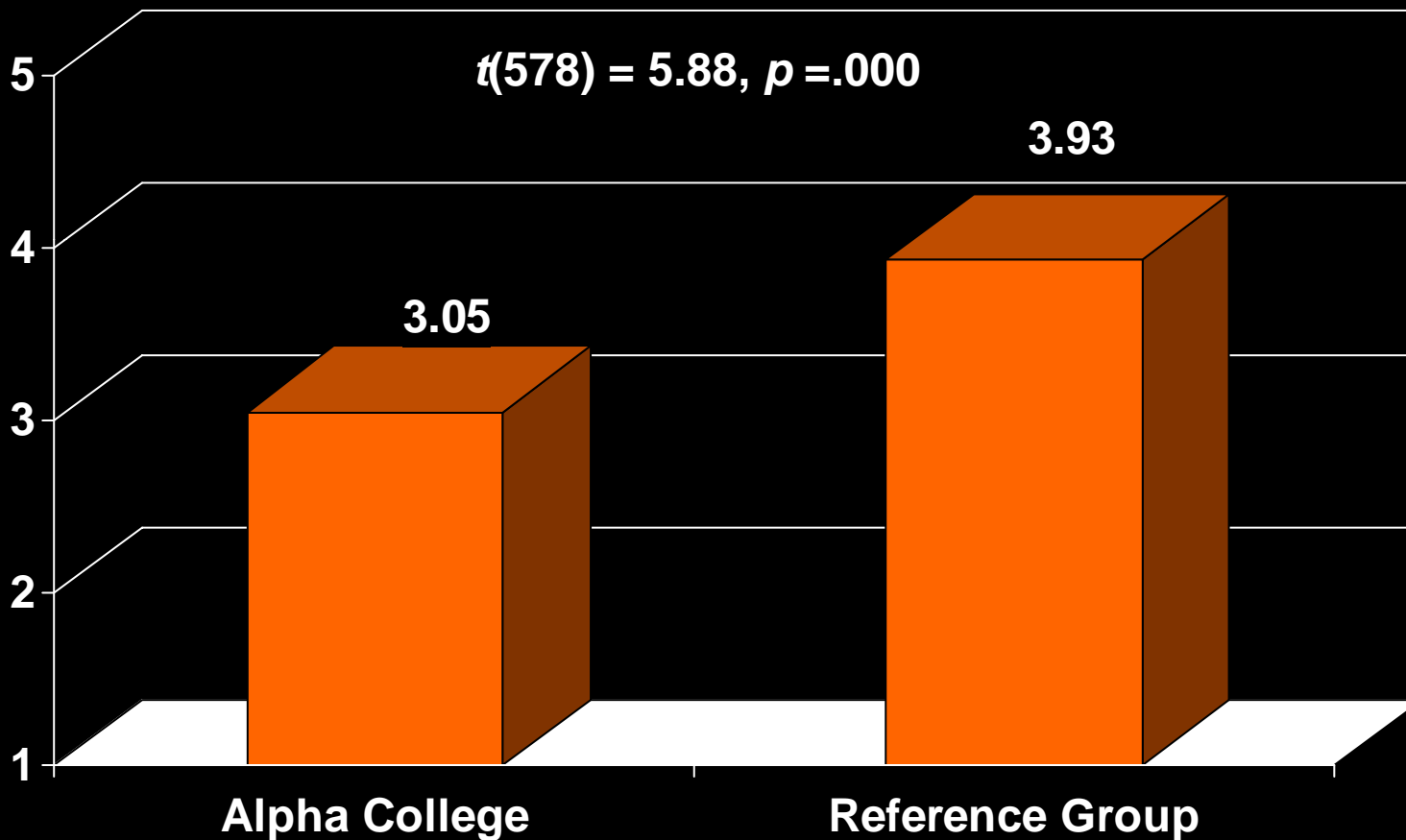


With This Data

Conduct officers might want to:

- Share this information with those groups responsible for enforcing policy
- Initiate conversations about institutional philosophy and enforcement
- Discuss the implications of any shift in philosophy and enforcement with the appropriate constituent groups.

University Viewed as a Positive Force in the Community



With This Data

Conduct officers might want to:

- Share this information with those groups responsible for public relations and town/gown committees
- Initiate conversations about any pertinent event and institutional image

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