

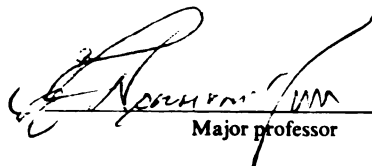


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CHARACTERISTICS OF STUDENT OFFENDERS AT MICHIGAN STATE
UNIVERSITY: A COMPARISON OF SELECTED DEMOGRAPHIC
CHARACTERISTICS USING A BASELINE POPULATION

presented by
FLORA LEE JENKINS

has been accepted towards fulfillment
of the requirements for

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CHARACTERISTICS OF STUDENT OFFENDERS AT MICHIGAN STATE
UNIVERSITY: A COMPARISON OF SELECTED DEMOGRAPHIC
CHARACTERISTICS USING A BASELINE POPULATION

By

FLORA LEE JENKINS

A DISSERTATION

Submitted to
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ABSTRACT

CHARACTERISTICS OF STUDENT OFFENDERS AT MICHIGAN STATE UNIVERSITY: A COMPARISON OF SELECTED DEMOGRAPHIC CHARACTERISTICS USING A BASELINE POPULATION

By

Flora Lee Jenkins

The purpose of this study was to address the methodological concerns related to research on student discipline and to up-date the studies which had been previously conducted at Michigan State University over twenty years ago.

The methodology used in this study included the identification and comparison of several demographic characteristics of student offenders and the undergraduate student population for 1987-88 which was used as the baseline comparison group. The variables under study included class standing, place of residence, academic college, gender, ethnic status and grade point average. A random sample consisting of 184 student offenders was drawn from the judicial files of students who had admitted guilt or been found guilty of violations at Michigan State University for academic years 1986-87, 1987-88, and 1988-89. The data on the student offender group were compared to the baseline population and analyzed using proportional analysis which entailed calculation of z-scores to test whether there existed any statistically significant differences between the two groups. Proportional analysis was also performed for differences between repeat offenders and the baseline population. Chi-square analysis was performed controlling for type of offense by gender to determine whether there were any differences in

the types of violations committed by males and females. Chi-square analysis was also used the analysis of type of offense by place of residence. The t-statistic was used to determine the significance of grade point averages for the two groups.

Based upon the results of the proportional analysis one can conclude that there appears to be some relationship between the variables of class standing, gender, place of residence, and academic college for those enrolled in the Undergraduate University Division for the offender group. Ethnic status was found to be insignificant. Ethnic minorities are no more or less apt to violate university rules and regulations than their Caucasian counterparts. The type of offenses that occur most frequently are those in the individual and alcohol categories. Student offenders also had significantly lower GPAs than the baseline population.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Student discipline has been recognized and widely accepted as an important aspect of student affairs administration on the college campus. LeMay (1968) suggests that the area of discipline and misconduct on the college campus has been a problem and concern for student personnel administrators and workers since the field of student personnel began (LeMay 1968, p. 492). Tracey, et. al. (1979) make this point even more emphatically by stating:

The existence of student offenders and the need for discipline procedures were central to issues in the emergence of the student personnel profession (Tracey, et. al., 1972, p. 492).

The literature contains much research that focuses on discipline in the elementary through secondary grade levels, but the manner in which college student discipline is approached as a research topic is not as thoroughly investigated (Williams and Nelson, 1986 p. 39). This is a consistent criticism found in the literature (Elton and Rose, 1966; LeMay, 1968; Tracey et.al., 1979 and Janosik, Davis, and Spencer, 1985).

In addition, one of the major weaknesses cited in the literature regarding research in the area of college student discipline is that most of the research is old and may no longer apply to the present college environment (LeMay, 1968). Much of the previous research on college student discipline occurred between the mid 1950's to the late 1960's with a brief renewal of interest in the late 1970's

to mid 1980's. According to Mayhew (1977) the decades of the fifties, sixties, and seventies witnessed a great deal of change not only in student attitudes, but also in the overall campus environment (Mayhew, 1977, p. 2). The period between 1968 and 1970 gave witness to profound changes on college campuses as a result of the civil rights movement, and an affirmation of students' freedom of speech and other legal rights.

In addressing psychological characteristics of 1980's college students Stodt (1982) stated:

In certain ways college students of the '80s resemble their predecessors; but significant differences in attitudes, values, and behavior are apparent to researchers and observers of campus life. Furthermore, the psychological shifts in students of this decade are magnified greatly by the demographic changes in the student population.

(Stodt, 1982, p. 3).

Additional studies taking these issues into consideration are very limited. Reviewers also indicate that the research which does exist fails to provide an adequate descriptive analysis of student offenders (LeMay, 1968; Tracey, et.al., 1977; and Janosik, Davis, and Spencer, 1985).

PURPOSE OF THE STUDY

The purpose of the present research was to address the methodological concerns related to research on student discipline and to up-date the studies which had been previously conducted at Michigan State University. One of the major problems encountered with research methodology was the lack of comparison of characteristics of student

offenders to a baseline population. By using characteristics of a baseline population for comparison to the student offender population one gains a clearer picture of the similarities and differences of the two groups. A review of these similarities and differences can provide student affairs professional with information that may assist in implementing educational activities that may prevent certain disciplinary problems.

The student population at Michigan State University, like many other institutions, has experienced many changes in terms of cultural diversity, social environments, and student attitudes. The major studies conducted at Michigan State University in the area of student discipline were completed over twenty-three years ago by Cummins (1964), Bealer (1967) and Costar (1958). The present research was intended to update information regarding characteristics of student offenders at Michigan State University. This information may assist those professionals in residence halls and judicial affairs in designing proactive or preventive disciplinary programs on campus. Such programs or activities can serve the broad purpose of educating all students about student rights and responsibilities while emphasizing the need to be aware of special circumstances that may lead to disciplinary concerns.

STATEMENT OF THE PROBLEM

The non-academic disciplinary reports at Michigan State University have shown an increase in the number of judicial cases processed each year since the 1986-87 academic year. In its 1988-89 annual report the staff of the Office of Judicial Affairs at Michigan

State University reported that 2000 non-academic disciplinary reports were filed by faculty, staff, and students at the university. This number represented an increase of 14% over the previous year's cases. Given such increases, it is highly unlikely that student discipline will cease to be a problem on campus within the foreseeable future. In order to design proactive or preventive student disciplinary programs on campus, it would be helpful for student affairs professionals know more about selected characteristics of students with disciplinary problems.

These selected characteristics then need to be compared with the general student population to determine whether any differences exist. The specific problem addressed by the present research was made up of two parts. First, the researcher sought to improve on previous research methodologies as mentioned in the Introduction. Second, student discipline was examined at Michigan State University in order to update prior research. As a research area student discipline at Michigan State University has not been studied for more than twenty years. In addressing these two issues the researcher sought to: a) update previous research, and b) expand that research by incorporating a number of demographic characteristics not previously included in a comparison of student offenders and the general undergraduate student population at Michigan State University. The research covered the three year academic time period from 1986-87 to 1988-89.

The researcher used the suggestions for improving research methodology as presented by Tracey, Foster, Perkins, and Hillman (1979) and LeMay (1968) to address the stated problem. The specific methodology will be discussed in detail in Chapter III.

As stated earlier Tracey and associates, and LeMay indicated

two major weaknesses found in the research on student discipline, i.e., the lack of up-to-date research and the limited scope of the research. The research is limited in scope since researchers reviewed only a few variables that are easily collectable and there was a lack of comparison to a baseline population. The research also lacked generalization across campuses. In addition, such research tended only to cover one year time periods. These researchers also suggested that descriptive studies be conducted and that the male and female offenders should be studied separately.

BASIC RESEARCH QUESTIONS

The basic research questions addressed in this study are:

- 1) Is there a relationship between student misconduct and selected demographic characteristics of student offenders at Michigan State University?
- 2) How do student offenders at Michigan State University differ from non-offenders with regard to demographic characteristics such as class standing, place of residence, academic college, gender, grade point average and ethnic origin or race?

HYPOTHESES

Based upon the research questions previously stated, the following null hypotheses were developed:

1. There is no significant difference between the proportion of student offenders who are freshmen and sophomores and those who are upperclassmen when compared to the general undergraduate student population.
2. There is no significant difference between the proportion of student offenders from large residence halls and other on and off-campus residences when compared to the general undergraduate student population.

3. There is no significant difference in the proportion of student offenders enrolled in the various academic colleges when compared to the general undergraduate student population.
4. Proportionately, there will be no significant difference between the incidence of male offenders and female offenders when compared to the general undergraduate student population.
5. Proportionately, there is no significant difference between majority and non-majority student offenders when compared to the general undergraduate student population.
6. There is no difference in the GPAs of student offenders and the general undergraduate student population.
7. Among student offenders there is no difference in the types of offenses committed by place of residence.

NEED FOR THE STUDY

In conducting this research, the researcher first sought a workable definition of college student discipline. One such definition is suggested by Michael Dannels (in Packwood, 1977) in a brief history of student discipline covering the Colonial Period through the late 1970s. In defining discipline, Dannels offers the following:

Within the context of higher education there are two definitions of discipline. One refers to the external control of behavior and connotes punishment and the placement of restrictions or obligations on violators of laws and mores. The other refers to the internal control of behavior, or self-discipline, and involves a personal sense of responsibility and orderliness. (Dannels, in Packwood, 1977, p. 232)

According to Dannels, the commonly accepted definition of student discipline in higher education today is one that is concerned

with internal control of behavior. According to this view the student is a self-directed individual, who must recognize and accept responsibility for his/her actions. In the internally directed model, disciplining of a student is considered to be a part of the educational process.

This definition of discipline is also consistent with Williamson and Foley's earlier concept of discipline which was developed in 1956. These authors state that:

...discipline, the result of "bad" behavior is conceived as inherent in the educational process itself, and thus is not imposed directly and arbitrarily from external authorities.

(Williamson and Foley, 1956, p. 2)

Under this concept, disciplining a student who has been found guilty of "bad" behavior is a vital part of the educational process. Williamson and Foley advocate disciplinary counseling which includes both personal and group programs designed to prevent misconduct and to provide effective means of reeducation for those students whose behavior conflicts with that of other individuals, with the group mores of student life, or with society in general (Williamson and Foley, 1956, p. 2).

Given that these are the concepts upon which current disciplinary programs are based, it would follow that if one could determine whether certain characteristics are associated with students who have been classified as student offenders then one might be able to identify problem areas and to develop educational programs or activities designed to promote responsible behavior in these areas.

Such educational activities could be made available to all students and would provide a means by which students could become more

aware of campus resources aimed at minimizing disciplinary problem areas. Such areas may include, but are not limited to, substance abuse, destruction of property, physical violence, and sexual assault.

Educational programs designed to address these issues can be successfully implemented if more relevant descriptive information is known about students in general and about student offenders in particular. The information gained in the present research and others similar to it, may be used to assist in these efforts.

BASIC ASSUMPTIONS

The following basic assumptions were made in conducting this research:

1. There is a relationship between behavior and certain demographic characteristics.
2. Student discipline and misconduct on campus is likely to continue to be an area of concern for student affairs administrators and other professionals.
3. If it is possible to correctly identify the characteristics of the potential student offender, then better programs and services can be developed and implemented to prevent predictable patterns of misbehaviors.

DEFINITION OF TERMS

ACADEMIC MAJOR: Selection of a field of study as a preference.

NO-PREFERENCE: Indicates that no major preference has been selected. The student is given an opportunity to sample courses from a variety of fields.

CLASSIFICATION OF STUDENTS/CLASS STANDING: For purposes of registration, and determining eligibility for certain student academic activities, a classification of students is made by the Office of the

Registrar at the end of each term on the basis of the number of credits earned and according to the following schedule:

Term Credits Earned (Quarter System)	Class
Less Than 40	Freshman
40 - 80	Sophomore
85 - 129	Junior
130 - and more	Senior

GRADING SYSTEMS

Michigan State university employs three systems of grading: a numerical system, a supplemental credit-no credit system and a limited pass-no grade system.

NUMERICAL SYSEM: The numerical system consists of the following scale: 4.0, 3.5, 2.5, 2.0, 1.5, 1.0 and 0.0.

THE CREDIT--NO CREDIT SYSTEM: The credit-no-credit system is intended to allow students to study in areas outside the major field of study without jeopardizing their grade-point averages. In the credit-no credit system the following symbols are used.

CR-Credit--means that credit is granted and represents a level of performance equivalent to or above the grade-point average required for graduation. Thus, undergraduate students must perform at or above the 2.0 level before credit is granted; graduate students must perform at or above the 3.0 level.

NC-No Credit--means that no credit is granted and represents a level of performance below the grade-point average required for graduation, i.e., below 2.0 for undergraduate students, below 3.0 for graduate students.

THE PASS-NO GRADE SYSTEM: This system is used only in courses specifically approved by the University Committee on Curriculum. Non-credit courses and those involving field experience are the usual types of courses approved for P-N grading. Courses approved for P-N grading are so marked in the Schedule of Courses

GRADE POINT AVERAGES:

- 1) Term: To compute the GPA for a term, the total points earned for the term is divided by the total credits carried for the term excluding credits under the CR-NC or P-N systems.
- 2) Cumulative: To compute the cumulative GPA, the total number of points earned for all terms is divided by the total credits carried for all terms excluding all credits carried under the CR-NC or P-N systems.

JUDICIAL AFFAIRS: The Office of Judicial Affairs and Student Records staff provides direction and coordination for the development and administration of judicial policies and procedures. Duties include the development of programs that help the university community to understand the need for cooperative community living and a judicial process. The staff serves as trainers for judicial bodies, judicial hearing officers, administrators of judicial records, and advisors to judiciaries.

DISCIPLINARY COMPLAINT: A formal written report which provides specific details of alleged violations of rules and regulations by the student.

COMPLAINANT: The individual initiating or filing the disciplinary complaint. **RESPONDENT:** The individual who has been identified in the disciplinary complaint as allegedly having violated university rules and/or regulations.

GENERAL STUDENT REGULATIONS: Apply to conduct of all registered students and organizations. Enforced by all students, faculty, and administrative personnel, with the support of the Department of Public Safety.

SOURCE OF DEFINITIONS: Michigan State University Spartan Life Student Handbook and the Michigan State University Catalog.

LIMITATIONS AND DELIMITATIONS OF THE STUDY

The study is delimited because it only involves review of student demographic characteristics for one institution. The study is further delimited by the fact that the graduate student population at Michigan State University is not included in the study.

There are also several limitations inherent in the research design. The study is limited by the fact that collection of some data depended on the full cooperation of university offices and personnel and the researcher had no control over the complete accuracy of data. It is also limited in that since it was conducted at only one institution care must be taken in generalizing the results to other institutions.

SUMMARY

This chapter sets forth the purposes, limitations, methodology, and need for the present research. A review of the

literature which includes a review of the historical, legal, and theoretical aspects of student discipline along with related descriptive studies is presented in Chapter II. Chapter III contains an explanation and overview of the methodology used in the study. Chapter IV contains the results of the data analysis. Finally, Chapter V contains a brief summary of the present research along with conclusions based upon the findings, and recommendations for future research in the area of student discipline.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

One of the major criticisms about research in the area of student discipline is that there is a lack of descriptive research and that which has been conducted is relatively old. This literature review is an attempt to update prior research. In 1968 LeMay presented a comprehensive review of the literature on student discipline up to that particular period in time. Although this review is now over 20 years old it is relevant to the present study in that it was the only comprehensive critical review of the literature on student discipline up to that date. LeMay stated that his purpose for conducting this review was:

because of the need of college student personnel workers to aid disciplinary offenders in making more satisfactory adjustments and due to the lack of research in college discipline and misconduct, it was felt that a comprehensive review of the literature would help make personnel workers more aware of the need for new ideas and would stimulate additional research in this vital area (LeMay 1968, p. 180).

As a result of this literature review LeMay concluded that there were several problems concerning research on discipline and college misconduct. Based upon his findings he offered several criticisms and suggestions for improving research in the area of campus discipline. These observations included the following:

1. There is a need for more psychiatric description and research on personnel literature.
2. There is a void concerning the disciplinary aspects of the use of drugs on campus.
3. There is a need for more descriptive studies of the students referred for disciplinary action.
4. Male and female offenders should be studied separately since research has shown the importance of sex differences.
5. Descriptive studies should also control for the type of offense committed and students who have more than one referral should probably be grouped for comparison to other misconduct referrals. In order to do this a descriptive study should cover at least a five or six year period (LeMay 1968, p. 182).

Since this review by LeMay appeared there have been few studies on discipline, but his work has prompted researchers such as Tracey, Foster, Perkins, and Hillman (1979); Janosik, Davis, and Spencer (1985); VanKuren (1987), and Vankuren and Creamer (1989) to conduct studies that address the concerns raised by LeMay. However, these studies still tend to rely heavily on prior studies conducted by Cummins (1965), Lemay and Murphy (1967), Tisdale and Brown (1965) and Williamson, Jorve, and Lagerstadt-Knudson (1952) as their knowledge base in the formation of their hypotheses about student offenders.

The present review of the literature consists of a brief review of the history of student discipline in the U.S., and legal, and theoretical considerations associated with student discipline. A review of those studies that examine demographic and/or personality

characteristics of student offenders is also included.

HISTORY OF DISCIPLINE IN THE U.S.

Dannels (1977) provides an excellent presentation of the history of campus discipline in the U.S. from the Colonial Period (1630-1780) up to the late 1970s. During the early history of student discipline it was considered a part of moral and ethical training of students and was used for total behavior control. The administrative responsibility for discipline fell to the President of the institution and sanctions included corporal punishment and public ridicule. By the beginning of the Civil War enrollments at the nation's institutions of higher education had increased significantly. The responsibility of disciplining students was often given to a faculty member assigned as a discipline specialist by the President. Counseling became a viable means of carrying out the disciplinary function and corporal punishment for the most part was no longer utilized.

By the end of the Civil War up to the early 1900s there was a major shift away from rigid behavior control and greater emphasis on student self-discipline and self-governance. By the end of World War II major changes in the way discipline was administered on campus occurred. It was during this period that the President and faculty on most campuses were relieved of their disciplinary duties by the appointment of deans of men and deans of women. The concept of "the student as a whole person" began to develop and disciplinary counseling (Williams and Foley, 1949) as a form of corrective action became popular. This was really the beginning foundation of present disciplinary programs.

In discussing current disciplinary concerns Georgia (1989)

states that there is a conflict between the expectations for college student behavior and the more permissive mores of society at large. Dalton and Healy (1984) state that "Student conduct problems are on the increase at most colleges and universities and require more time and attention by university officials" (p. 19). According to Gehring, Nuss, and Pavela (1986):

Data collected during the past 10 years demonstrates a shift in student values and interests: to a worldview characterized by a present orientation, hedonism, a concern for rights, and duty to self (pp.2-3).

Georgia (1989) insists that disciplining today's students in light of the permissiveness of the larger society requires that students be accorded an active role in the educational process to maximize their development potential and among other things, that educators place their educational mission above personal, political, and other considerations.

LEGAL CONSIDERATIONS

Legal considerations as they relate to student discipline have been updated by Buchanan (1979), Gehring (1983), Caruso (1979), Dannels (1977) and Sivulich (1975). One of the first questions dealt with in addressing legal aspects of discipline is "what right does the institution of higher education have to discipline?" (Callis, 1970). This right to discipline students has been discussed in terms of the relationship that the institution has with the student (Callis, 1970; Dannels, 1977).

Callis (1970) suggests that the relationship between the college and student needs to start with the fundamental mission of the college. He states that:

A college is a corporation, and it has a legal entity as such. It may have been created by a charter, by a provision of a state constitution or an act of a state legislature. The college has a purpose or mission as set forth in its charter. That purpose is to educate (Callis, 1970, p. 91).

Brady and Snoxell (1965) formulated the desired relationship between the college and student as an "educational" one. The educational purpose theory limits the institution's disciplinary control to student behavior that adversely affects its educational mission. The mission that a college is authorized to perform is education, and therefore, whatever operational procedures and regulations that a college wishes to adopt that can be justified as aiding and abetting the education of students must be considered proper (Callis, 1970). In addition to the educational relationship the constitutional relationship has also been identified as an important aspect of student discipline.

The constitutional rights of students in disciplinary cases center primarily around the Fourteenth Amendment of the United States Constitution, and the guarantee of due process and equal protection. The due process clause of the Fourteenth Amendment was the basis for one of the most significant decisions in higher education, *Dixon vs. Alabama State Board of Education*, 186 F. Supp. 945 (D.C. M.D. 1960) rev'd 294 F. 2d 150 (5th Cir. 1961), (as cited by Gehring, 1986, p. 221). The Fourteenth Amendment provides in part:

...nor shall any state deprive any person of life, liberty, or property without due process of law. (Buchanan, 1979, p. 95).

The Dixon decision provides that under the "state action" doctrine, the Fourteenth Amendment is applied to protect the rights of students attending public colleges and universities against unconstitutional disciplinary practices instituted by a state agency. In discussing due process Gehring states that a "fair summary of due process is that the greater the right sought to be deprived, the greater the process due" (Gehring, 1983, p. 222).

While public institutions are not required to follow any set of standards for procedural due process it has been found that most of them do (Wichers, 1968). Wichers (1968) conducted a study to determine the extent to which the publicly supported colleges in Michigan follow the legal framework in carrying out the disciplinary function. He found that there is considerable judicial concern for the safeguarding of students rights, both procedurally and substantively. Sivulich (1975) identified and compiled legal decisions and interpretations which have influenced student disciplinary procedures in higher education. He concluded that due process is required in all public institutions of higher education, but that it can be satisfied with basic administrative procedures which are grounded in fairness and reasonableness.

In addition to being aware of the legal issues underlying student discipline student affairs administrators are concerned with continuing to provide quality student development programs. Lambert (1985) conducted a study in which he attempted to answer the question of whether there can be a single system of discipline for non-academic misconduct which satisfies the student's legal rights and his/her developmental needs. In other words can discipline be simultaneously legal and developmental. Lambert concluded that through a blend of

substantive due process and clear values statements and values confrontation on campus, discipline for non-academic misconduct can treat the student as both a citizen and a developing individual. However, Caruso (1978) warns that:

The inevitable growth in the legal, adversarial nature of the discipline process will make it extremely difficult and challenging to work developmentally with students (Caruso, 1978, p. 116).

These legal considerations are important to student discipline research because they describe the philosophical and legal context under which disciplinary programs on campus must be administered.

THEORETICAL CONSIDERATIONS

According Van Kuren and Creamer (1989) most studies on student discipline have focused on identifying demographic characteristics of student offenders and have taken an atheoretical approach to the problem (VanKuren and Creamer, 1989, p. 257) For the most part those concerned with campus discipline have tended to rely on student development theories in formulating disciplinary programs.

Rodgers (1979) identifies three families of theories that underlie student development: Psychosocial Theory; Cognitive Developmental Theory and Person-Environment Interaction Theory. Psychosocial theory is concerned with identifying developmental tasks that occur throughout the life cycle, while the cognitive developmental theories focus on how individuals reason, think and or make meaning of their experiences. The Person-Environment Interaction theories emphasize a congruent person-environment "fit". Rodgers suggests that these theories can provide the basis for many applied responses. In

addition, if appropriate developmental tasks can be identified they can become content and criteria for mapping and evaluating past programs and services and for planning appropriate future programs, services and environmental designs (Rodgers, 1983).

Van Kuren and Creamer (1989) conducted a study in which they attempted to advance a theoretical model that is particular to disciplinary problems. The purpose of the study was to construct and test a theory-based causal model of disciplinary offender status. Van Kuren and Creamer hypothesized that students involved with conventional campus activities would be less likely to become disciplinary problems than those who were not involved. Two research questions were posed: (a) what background, personal, and social variables directly or indirectly influence the disciplinary status of students? and (b) what background, personal, and social variables directly or indirectly influence the disciplinary status of male or female college students?

Pace's College Student Experiences Questionnaire (CSEQ) was used to collect data on types and quality of campus involvement exhibited by the sample groups. The CSEQ contains the following sections: (a) Background Information, (b) Quality of Effort Scales, (c) Satisfaction with College and Writing and Reading Activities Information, (d) Characteristics of the College Environment, and (e) estimate of Gains. These sections measure the relationship between quality of effort and student attainment. In addition to the variables measured by the CSEQ, other variables used included parent's educational level, educational aspirations and year in college.

The results of the path analysis indicated that parent's education level, year in college and opinion about starting the same

college again if given the opportunity, had significantly direct effects on disciplinary status. Of the three variables the students' assessment of whether they would enroll in the same college if they had the opportunity to start their college careers over was the strongest influence on disciplinary status. Research question 2 required that the path model be tested using gender as an interactor with the independent variables in the model. No significant difference was found indicating that the model works similarly for men and women.

Year in college as a direct influence on disciplinary status was an expected finding. It was consistently significant in other studies of student offenders. Van Kuren and Creamer state that this suggests that the maturity level and the developmental status of student offenders may be the underlying reason for the variable's continued significance over the years. Van Kuren and Creamer conclude that the study failed to account for a majority of the variance in offender status. One explanation is that the data from the CSEQ did not fit the causal model. The model may be more useful in understanding disciplinary problems if it is retested with more precise instrumentation. Although modest in magnitude, the results parallel the reported findings of other researchers on the potency of the student-campus fit and suggest that disciplinary status can be added to the list of factors affected by student-campus fit (Van Kuren and Creamer 1989, p. 264). Realizing the lack of a suitable theory of its own, campus administrators must, at least for the time being, rely on those theories of student development that are most relevant to discipline.

DESCRIPTIVE STUDIES

The first study to be reviewed was that conducted by Tracey, Foster, Perkins, and Hillman (1974). Tracey et al. began this study by stating that in addition to the concerns which LeMay (1968) outlined there appeared to be two other problems. One was that there had been no systematic use of baseline comparisons in the analysis of student discipline and the other problem was that all the research was old and thus not particularly generalizable to today's populations and institutions. The purpose of their study was to address LeMay's concerns as well as the other two methodological problems identified by the researchers.

A random sample of 131 case files was drawn from the records in the judicial programs office of an Eastern state-supported university of 35,000 students. The data were from those students who either admitted guilt or had been found guilty of a violation of the university rules and regulations for the academic years 1973-74, 1974-75, and 1975-76. The sample contained no instances of recidivism, therefore, all files were for first-time offenders. The variables under study were sex, place of residence, division affiliation (academic college), and class. The differences between offenders and non-offenders were examined for each demographic variable.

Data from student offenders were compared with the university population (1974-75) using chi-squares for class, place of residence, division and sex. Further chisquare analyses were performed on kind of offense by place of residence and by sex. To achieve the appropriate cell expectancies for the chi square analyses, the offense categories were combined into

the following: human safety, theft, academic dishonesty, and violations of drug policy and financial obligations policy. Also, the groupings for place of residence were combined to form the categories of large dorms (greater than 500 residents), small on campus units (small dorms with less than 200 residents), campus apartments, Greek Houses, and commuters (off-campus). This particular combination was used to check the relationship between the size of the living unit and kind of offense.

The initial results of the chi-square analysis performed on the differences in class frequencies between offenders and students in general was significant. This result was attributable to the lower representation of graduate students in the offender sample. To verify this hypothesis, and to investigate differences between frequencies of undergraduate classes, another chi-square analysis was performed with all graduate students deleted. The result of this analysis was not significant. All undergraduate classes were proportionally represented in the offender sample, while graduate students were significantly underrepresented.

The analysis comparing place of residence for student offenders and the general population yielded significant results. Students residing in large dorms were overrepresented in the offenders sample, while commuters were underrepresented. Student offenders were not found to be significantly different from the university population in terms of divisional affiliation. Finally, males were shown to be significantly over- represented in the offender sample.

The data comparing place of residence by kind of offense indicated that commuters committed a disproportionate amount of theft,

but this was thought to be attributed to the fact that they spend less time on campus and would be less likely to commit safety violations. Offenders residing in large dorms were overrepresented in the safety violation group, but underrepresented in the theft group. Finally, those residing in smaller living units were involved in fewer academic dishonesty offenses than would be expected. The analysis of the kinds of offenses committed by sex yielded no significant differences.

These results indicated that size and place of residence was one of the most significant predictors of offender status. One of the problems encountered in the study was that because male and female offenders were grouped it was not really possible to determine the relationship between sex and offender status. Another interesting result was the proportional representation of students by class.

This study by Tracey et al. along with that of Janosick, Spencer and Davis (1985) provides the general foundation for the present research. The use of a baseline population and Lemay's suggestion for improving research have been adapted for the present study.

Janosik, Davis, and Spencer (1985) conducted a study to investigate the nature of repeat student offenders. According to these researchers few, if any studies have dealt effectively with repeat offenders. These researchers also used the suggestions from LeMay (1968) as well as those from Tracey et al. (1979).

The 340 case files of repeat undergraduate offenders were drawn from the records of the judicial system at a comprehensive, land grant university in the southeast with an enrollment of 18,00 undergraduates and 3,500 graduate students. Demographic data for student offenders taken at the time of the second offense were compared to the

university-wide population data during the same six year period from 1978-79 through 1983-84. The variables included sex, place of residence, class status, college affiliation and GPA. These were consistent with the variables that Tracey et al. (1979) used. The first five variables were analyzed using chi squares while grade point average of repeat offenders was compared with the average GPA of the university (2.60) during the same 6 year period.

Place of residence was categorized as small residence halls (350 students or less), large residence halls (600 students or more), and off-campus. The chi square analysis performed on the differences in sex between repeat offenders and students in general was significant. Among repeat offenders, men were significantly overrepresented and women were significantly underrepresented. The analysis comparing place of residence for repeat offenders and the general student body population also yielded significant results. Students residing in residence halls with more than 600 residents were significantly overrepresented, off-campus students were significantly underrepresented. Residents in large buildings were also overrepresented when compared to those students living in smaller residence halls.

Sophomores were the most overrepresented group followed by freshmen. Juniors and seniors were underrepresented. Janosik et al. stated that this result supported the findings reported in the analysis of place of residence because the off-campus population was largely composed of juniors and seniors. However, this was not consistent with Tracey's (1979) finding which showed that all classes were equally represented proportionally. It was also concluded that repeat offenders in the colleges of business, and arts and sciences were

overrepresented when compared to the general population. This particular finding seemed gender specific with regard to male repeat offenders. The analysis performed on the differences in GPA proved to be significant. The GPA of repeat offenders (2.25) was significantly lower than that of the general student population (2.60). Frequencies for kind of offense committed by repeat offenders was also tabulated. The majority of repeat offenders were involved in violations of a less serious nature.

Janosik et al. concluded that additional research is needed to determine real differences between repeat offenders and first time offenders. This study was extremely important to the present research because it provided much of the methodology that was used. The present study incorporated the same variables listed by Janosik, Spencer, and Davis with the addition of ethnic origin. The present study also examined both first-time and repeat offenders who were drawn in the sample. A comparison of the results of the present study and the study by Janosik et al. can be made to determine whether there are any similarities among disciplinary offenders across institutions.

Two earlier studies which involved a comparison of demographic characteristics worth mentioning were those of Bevilacqua (1972) and Brousseau (1969). Bevilacqua examined selected measures of demographic, social, and academic characteristics for a male disciplinary population at Villanova University. The hypotheses tested whether there would be significant differences between male disciplinary students, graduate and non-graduate, and a comparison group of Villanova male students in two succeeding graduating classes on the selected variables.

Data were gathered for all male disciplinary subjects in the

graduating classes of 1968 and 1969 including 32 subjects in the 1964-68 time period, and 47 for the 1965-69. An equal number of students not involved in disciplinary situations was selected for the comparison group from the graduating classes of 1968 and 1969. All group members were matched on the basis of entrance date. Forty-Seven non-graduating disciplinary referrals in the classes of 1968 and thirty in 1969 were also selected for comparison.

The results of this study revealed that disciplinary students who graduated tended to be residents and sons of college graduates. Disciplinary students who did not graduate were more likely to have lower GPAs, were less involved in activities, were sons of white collar workers and college graduates, and were more likely to come from public secondary schools and non-manufacturing hometowns than comparison students.

In the class of 1969, graduating disciplinary students were more likely to have higher SAT math scores and grade point averages, and to be college prep graduates, athletes, and sons of professional workers than comparison students. Non-graduating disciplinary students were more likely to be campus residents, have lower grade point averages, higher Sat verbal and cooperttive reading scores higher secondary school ranks, to have come from home towns with less manufacturing emphasis and to have graduatedf from public secondary schools than comparison students. The stepwise multiple regression analysis showed that predictability of male disciplinary referrals using the selected variables for this population was minimal.

This study showed that there was no consistent evidence that disciplinary students really differed academically or intellectually

from non-disciplinary students. However, it did show that current disciplinary students were more likely to be residing in on-campus housing and have higher GPAs than the comparison group. The implications are that for whatever reason, either through direct intervention of campus disciplinarians, or individual growth and maturity while in college, student offenders as a group can be quite successful academically.

Brousseau (1969) conducted a study at Marquette University that dealt specifically with an all female population. Brousseau's study was concerned with the determining of characteristics and differences among women resident offenders and non-offenders for 1967-68.

Women residents disciplined by one of three oncampus judicial boards were classified as offenders. A random sample of non-offenders was selected from the residence hall population. A comparison of university and demographic variables, GPAs and results of subjects College Entrance Examination Board tests and the Adjective Check list was completed. These comparisons indicated that the disciplined group tended to be younger and were in the lower three-fourths of their high school graduating class. It was also noted that offenders showed a higher economic background and they had lower GPAs than the comparison group.

This study is significant to the present study because it too validates the use of certain demographic variables as potential predictors of misconduct. This study could have been enhanced by doing a simultaneous comparison of male offenders. This may have offered valuable insight into the disciplinary differences between males and females.

The previous studies have supported the notion that there are certain demographic characteristics that distinguish student offenders from non-offenders. The next series of studies under discussion are those that focus on personality differences between student offenders and non-offenders. One should note that these studies also include some of the same demographic variables mentioned in the previous studies under review.

Cummins (1964) conducted a study to determine selected cognitive and affective characteristics of student offenders and how they differed from non-offenders. The population consisted of the 1958 entering freshman class at Michigan State University. The sample population of student offenders were drawn from the disciplinary files at MSU which included 95 males and 49 females. A control group was selected and matched to the disciplinary group on the basis of the College Qualification Test Score and the Socio-Environment Education Index Score.

The College Qualification Test and the Test of Critical Thinking were used to measure cognitive characteristics and the Inventory of Beliefs, Rokeach's Dogmatism Scale, and the Differential Values Inventory were used to measure affective characteristics. The results of the study supported the hypothesis that there would be no significant differences among the four groups of disciplinary offenders: 1) very severe, 2) severe, 3) moderately severe, and 4) minor offense. The hypothesis that there was no difference between the offenders and non-offenders was also supported. Cummins concluded that disciplinary students are essentially similar to non-disciplinary students with regard to those factors measured in this particular study. He also

suggested that differences between the two groups could be due more to environmental factors as opposed to cognitive and affective characteristics.

This study was one of the few that involved Michigan State University students. While Cummins' study was concerned with identifying the affective and cognitive differences the present research focuses on the demographic or environmental variables which he suggested might make a difference.

Elton and Rose (1966) posed the hypothesis that freshmen whose behavior constitutes an infraction of generally accepted ways of dormitory living would exhibit less impulse control than students who are able to live in harmony with others. This study was in response to the analysis presented by Sanford (1962) in which he hypothesized that freshmen, although exhibiting some mastery over their impulses, are still in a stage of development in which the controls for inhibiting impulses are subject to new situations of ego threat.

The subjects for this study were entering freshman classes of the University of Kentucky from 1962 through 1964. The subjects studied were from a population of 520 freshman males living in the largest dormitory at the University. The Omnibus Personality Inventory (OPI) was administered to all entering freshmen.

The scores on the 16 scales of the OPI were factor analyzed and five factors (Tolerance and Autonomy, Suppression-Repression, Masculine Role, Scholarly Orientation and Social Introversion) were extracted. The composite ACT score was also considered as a variable. The head resident of the largest dormitory in cooperation with a counselor nominated 45 student in each of three categories: repeat reprimands,

single reprimands and non-reprimands. The reprimanded students were involved in the following representative types of behavior stealing, drinking, gambling, starting fights, damaging property, exploding firecrackers, and emptying fire extinguishers.

Chi-square tests were computed for each of the two discriminant functions to determine the significance of discrimination along each dimension separately. The predictors providing the largest contribution to Function I were ACT, Suppression-Repression and Social Introversion. This function was described as a combined intellectual-personality dimension which effectively separated the reprimanded students from the non-reprimanded. The differences found between the 3 groups on Suppression-Repression supported the hypothesis that disciplinary students exhibit less impulse control than non-disciplinary students.

The non-reprimanded group also exhibited an averageness across the group that was noticeably different from the variability apparent in the reprimanded profiles. Elton and Rose suggested that these patterns appeared to offer additional support for the generally held assumption that it is the conforming student who adapts best to the large, impersonal educational institutions (Elton and Rose, 1966, p. 434). However, VanKuren and Creamer (1989) would argue that this could be attributed to student-campus fit.

LeMay and Murphy (1967) conducted a pilot study to determine the feasibility of the Minnesota Multiphasic Personality Index (MMPI) as an aid in the understanding of the dynamics behind the disciplinary type behavior, and to determine what differences exist between students involved in the various categories of misconduct.

Two groups of 70 undergraduate male college students at Oregon

State University were used for this study. The first group consisted of students referred to the Dean of students for misconduct during the spring term 1965. The second group was composed of non-offenders. One hundred and fifty students were randomly selected and asked to take the MMPI. Of the 116 students responding, the 70 students most nearly matching individuals in the referred group were selected for the control group on the basis of class, major and age forming 70 matched pairs. The matched pairs were grouped into five additional subgroups for statistical comparison. Groups were determined by type of infraction: "Alcohol Misconduct", "Theft and Burglary", "Minor Misconduct", "Disorderly conduct", and "Miscellaneous Offenses".

The referred group and the five subgroups were compared statistically to their respective matched control groups by use of the t-test.

The subjects in the referred group, alcohol misconduct group, and disorderly conduct group had significantly higher mean scores on the Psychopathic Deviate (PD) and Hypomania (MA) scales. Statistically significant differences in means was also found on the L scale for the theft and burglarly group.

Lemay and Murphy warn that any interpretation of these data must take into consideration the small number of subjects in the various groups and the fact that interpretation of group means is not necessarily considered valid.

Although this study was not conclusive it did reinforce the need to look at category of offense as they suggest that those who are involved in more serious offense such as alcohol misconduct, and theft may have problems managing their emotions. Again, this has serious

implications for those who must work with students on campus to implement educational programs that will facilitate growth and development.

Johnson (1969) conducted a study of educational and personality characteristics between two groups of male college student disciplinary offenders and a random sample of non-offenders. The student offenders attended the University of Minnesota starting as freshmen between July 1, 1963 and June 30, 1964. One experimental group consisted of 93 male "minor misconduct" offenders and the other experimental group consisted of 135 male "Theft and Burglary" offenders. The control group of 103 male "non-offenders" was randomly selected. The students from all groups came only from the four largest undergraduate colleges (College of Liberal Arts, Institute of Technology, General College and the College Education). The variables studied included: College Residence, Admission Year, Age at Admission, Urban/Rural Status, Academic Aptitude Test Rank, High School Rank, Course Withdrawals, College GPA, Graduation/Non-Graduation status, and the raw scores as well as T-scores of the thirteen basic scales of the MMPI. These variables were investigated from a Single as well as by several Multivariate Approaches. The multi-variate approaches included MMPI profile analysis by high point code types, six different step-wise multiple regression analyses on combinations of the 3 criterion groups and six different discriminant function analyses on all variables.

The single variable analysis yielded no statistically significant differences among the three criterion groups on: College Residence, Admission Year, Age at Admission, Academic Aptitude Test Rank, High School Rank and College . However, rural students were found

to be involved in both types of offenses more often than the urban students. The disciplinary students had more course withdrawals than the non-offenders but graduated from the university more often than non-offenders. The MMPI showed statistically significant differences among the three groups on eight of the thirteen basic scales.

This study, similar to that of Bevilacqua (1972), showed that there were no significant differences academically, and residentially between student offenders and non-offenders. However, offenders tended to withdraw from courses more often and there was support for personality differences among the three criterion groups. This study again reinforced the need for more empirical research in the area of student discipline, and provides the use of admission year as a possible variable of predictability. One should also note that this study was very limited in terms of the type of offenses studied yet quite extensive in terms of the other demographic and personality characteristics used.

In a more recent study Van Kuren (1987) attempted to determine the feasibility of using a social-causal model approach to college student discipline offender status. Van Kuren initiated this study to find out why certain students end up as violators of campus social policies. She constructed and tested a causal model of college student disciplinary status using containment theory, control theory, and involvement theory as the theoretical foundation. Variables in the model were operationalized from the College Student Experience Questionnaire (Van Kuren, 1987).

Results of the study indicated that there was only partial support for the linear causal model tested. Significant findings were:

(a) background variables directly affected disciplinary status, a finding consistent with previous research; (b) the model did not work differently for males and females; (c) students' satisfaction with their choice of college directly impacted on disciplinary status and (d) students' perceptions of the campus interpersonal environment and their personal vocational gains indirectly affected disciplinary status when mediated by the satisfaction with their college choice.

In general, person-environment fit was proposed as the factor having an overall effect on disciplinary disciplinary status. The importance of this study to the present research is the overwhelming support for demographic characteristics as predictors of student offender status.

SUMMARY

The preceding literature review contains a great deal of information regarding the various aspects of campus discipline (historical, legal, theoretical, and related studies). The researcher presented the information in this fashion in order to first establish the general context and circumstances under which discipline occurs and secondly, to support the methodology being used for the present research.

Discipline in higher education in the U.S. has undergone a transformation from strict, religiously based regulation of behavior to primary consideration of the development of the student as a "whole" person. Legally speaking, in matters concerning discipline, the student-institution relation is simultaneously educational and constitutional. Theoretically, the institution must be concerned with

the student's personal and social growth and development as well as with the attainment of his/her academic goals. Student development theories consider all aspects of the student's campus life and make certain predictions and assumptions about the student's behavior. These theories are relevant to the disciplinary process as the overall mission of the institution is educational and preventative discipline can be developed using these theories as foundations.

The relevant studies reviewed were concerned with identifying demographic and/or personality characteristics of student offenders. Although there are a limited number of these studies they are extremely helpful in establishing and improving methodology for research on student offenders and stimulating renewed interest in this area.

CHAPTER III

METHODOLOGY

The present research is a descriptive study analyzing the types of offenses committed by student offenders. The frequency of occurrence of the various types of offenses were also analyzed. In addition, selected demographic variables that characterize student offenders were compared to the same variables for a baseline population. The baseline population consisted of the Michigan State University general undergraduate student population for the academic year 1987-88. This study covers student offenders over a three year period from 1986-87 to 1988-89.

DEMOGRAPHIC VARIABLES

The demographic variables which were used to analyze the characteristics of student offenders included: gender, place of residence, academic college, race or ethnic origin, class standing, and grade point average. Prior research on student offenders did not include the variable of ethnic origin. The researcher has added this variable in recognition of the ethnic diversity of the student population at Michigan State University and to determine whether there are disciplinary differences between minority and majority student offenders.

Place of residence has been classified as small residence halls (less than 400 students), medium residence halls (400-999 students), large residence halls (1,000 students or more), off campus, and campus apartments. Michigan State University has thirteen academic colleges that were represented in the study. These include:

Agriculture and Natural Resources, Arts and Letters, Business, Communication Arts, Education, Engineering, Human Ecology, James Madison, Natural Science, Nursing, Social Science, Veterinary Medicine, and the Undergraduate University Division. The complete description of the analysis to be performed on the data is discussed in the treatment of the data section of this chapter.

POPULATION

The student offender population identified for this study consisted of all students who were found guilty or admitted guilt to violations of the student code at Michigan State University for the 1986-87, 1987-88, and 1988-89 academic years. There were a total of approximately 3667 individual student offender files on record for this time period. The baseline comparison population consisted of the undergraduate general student population for the academic year 1987-88 (Table 1). This baseline population was used in the comparison analysis with the sample of student offenders. The information regarding the general student population was obtained through the 1987-88 MSU "Student Profile Report."

SAMPLE

The sample selected for the present study consisted of 184 valid student offender cases or approximately 5% of the individual cases of the student offender population identified above. The 5% measure was selected to assure that a representative sample was drawn. In discussing the appropriateness of sample size Glass and Hopkins (1984) state:

For most research purposes, populations are

TABLE 1

SUMMARY OF CHARACTERISTICS OF UNDERGRADUATE STUDENT POPULATION
1987-88

CHARACTERISTICS	NO.***	PERCENT
CLASS		
Freshman	7,797	24%
Sophomore	7,714	24
Junior	8,155	25
Senior	8,557	27
RESIDENCE		
Large Hall	10,311	32
Medium Hall	4,178	13
Small Hall	1,622	5
University Apts.	113	0.35
Off Campus	15,999	49.65
ACADEMIC COLLEGE		
ANR	2,339	7
A & L	2,265	7
BUS	6,881	20
COM ARTS	3,880	11
EDU	1,347	4
ENGR	3,586	11
HUMAN ECOLOGY	1,478	4
JAMES MADIS	1,008	3
NAT SCI	3,364	10
NURS	390	1
SOC SCI	3,702	11
COLL OF VET MED	351	1
UNDERGR UNIV DIV	3,221	10
GENDER		
Male	15,517	48
Female	16,707	52
ETHNIC STATUS		
Caucasian	28,437	88
Black	2,084	7
Hispanic	347	1
Native American	105	0.33
Asian Pacific	533	2
AVERAGE GPA	2.79	

***Average Totals for Fall, Winter, Spring 1987-88.

assumed to be infinite, not finite, in size. Fortunately, it is generally not necessary to worry about the distinction between finite and infinite populations..unless the fraction of the elements sampled (i.e., the sampling fraction n/N) is .05 (i.e., 5%) or greater, the techniques for making inferences to finite populations and those for infinite populations give essentially the same results. Even if the sampling fraction is as much as 10%, the results from using the simpler methods (which assume that N is infinitely large) are only slightly less precise and efficient than the results from using procedures that take the sampling fraction into account.

(Glass and Hopkins, 1984, p. 175).

Based upon this information the 5% sampling fraction was an appropriate measure for it is not necessarily the size of the sample that is important rather its representativeness. If a representative sample is selected then it is possible to make certain valid inferences about the population under study. The sample is considered to be representative provided the method used to select the it assures randomization. The procedures for drawing the sample are discussed in the "Sampling Technique" section of this chapter.

SAMPLING TECHNIQUE

The composition of the sample was derived by selecting the sample units from those of a much larger population. Generally, the components of the sample are chosen from the population universe by a process known as "randomization". Such a sample is a "random sample". Randomization means selecting a part of the whole population in such a way that the characteristics of each of the units of the sample approximates the broad characteristics inherent in the total population (Leedy 1974).

The method used to select the sample is of utmost importance in judging the validity of the inferences made from the sample to the

population. It is extremely important that the sample be representative of the population. Random sampling of a population produces samples which, in the long run, are representative of the population. If a sample is randomly drawn, it is representative in all respects--that is, the statistic differs from the parameter only by chance on any variable, real or illusory, measured or not measured (Glass and Hopkins, 1984).

A systematic random sample of the Judicial records of those who had been found guilty or admitted guilt was drawn from the files in the Office of Judicial Affairs at Michigan State University. The sample was drawn by selecting every 20th disciplinary file for the three year academic period from 1986-87, 1987-88 and 1988-89. This resulted in a total of 193 files being drawn out of a total of approximately 3,667 individual student files on record. Since pulling every 20th file resulted in 193 files the 5% criteria established earlier was met, but 17 of the files were cases that were withdrawn or students who were found not guilty. The Director of Judicial Affairs explained that up until the 1988-89 academic year all cases were filed together. That has since changed.

In order to meet the 5% sample ratio an additional random selection pulling 2 files from each drawer was completed. This resulted in an additional 17 valid files being pulled. Upon a final review of the completed judicial record survey sheets the researcher found that 9 of the surveys were from those who were found not guilty or the case was withdrawn. The total number of valid cases for the offender group was 184.

SURVEY INSTRUMENT

The data on student offenders was gathered using the "Student Judicial Record Survey Sheet" (Appendix A) developed by the researcher. The data from the general student population was taken from the 1987-88 Student Profile which is prepared by the university each year. The survey instrument identified information related to the demographic variables and the types of offenses committed. The office of Judicial Affairs groups violations into four broad categories with specific violations listed under each (Appendix B). These four categories are as follows:

1. **University Records:**
falsifying information
improperly transferring altering or
using a parking permit
misusing a residence hall meal ticket
2. **University Facilities**
illegal entry into a building or room
misusing a university key
throwing food
damaging university property
setting a fire
pulling a fire alarm
3. **The Individual**
causing physical harm to another
threatening others
causing unreasonable noise
possessing or using fireworks
possessing a weapon); and
4. **Alcohol**
organizing or participating in a party where alcohol is
being consumed, or
alcohol in the hallway
common source of alcohol (keg)

The data were obtained by completing the "Student Offender Survey Sheet" on each student offender case file drawn in the sample. Since student records are highly confidential all students in the study remained anonymous. No student names were used or reported.

Since the University Committee on Research Involving Human Subjects (UCRIHS) at Michigan State University requires prior approval of research projects involving human subjects, it was necessary to receive such approval prior to gathering the data. Appendix C contains the application submitted to the Committee and their letter of approval. Appendix D is the draft of the letter to Ms. Marie Hansen, Assistant Director of Student Life-Judicial Affairs Office requesting her assistance in gathering the data on student offenders. This letter also requests that Ms. Hansen review the "Student Offender Survey Sheet" as a pilot test of the survey instrument.

PILOT STUDY

In order to test the appropriateness of the survey instrument a pilot study was conducted. Initially, the researcher met with the Director of Judicial Affairs at MSU to discuss the appropriateness of the survey instrument. The Director reviewed the instrument and suggested that class standing be changed to date of admission and that number of credits completed at the time of the disciplinary action be added. It was believed that this would be a more realistic gauge of the length of time that a student had been on campus as class standing could be deceiving because some students could be fourth or fifth term freshmen. She also suggested that sex be changed to gender and that student number and name be added to the instrument for data collection purposes only. This final suggestion was made to assure accuracy because there are times when student numbers may be reported incorrectly and this could be avoided by doing a cross reference to the name. The survey instrument was redesigned in such a fashion that the name and student number appeared at the top with a perforated line so

that it could be removed after collection of the data.

The revised instrument was used in a pilot test with the full-time residence hall staff of East Complex. There were a total of 7 staff members present. The purpose of the present research was explained and the staff was instructed to review the survey instrument and answer the questions on the pilot study evaluation form (Appendix E) regarding its appropriateness.

All 7 staff members agreed that the form was appropriate. One staff member suggested that a check needed to be done to see which offenses resulted in removal from residence hall or suspension from the university. However, the present research is not concerned with the sanctioning process so this would not be an appropriate variable to add to the instrument. Another staff member indicated that the type of offense category was incorrect because the breakdown did not necessarily correspond with regulations in the way that the staff reports them. This individual indicated that Judicial Affairs tabulations of reports were misleading in that they did not specify guest policies and other alcohol regulations. In collecting the data regarding these offenses these specific kinds of violations were added to the survey instrument to more accurately reflect their occurrence.

DATA COLLECTION

Upon approval by the UCRIHS the researcher was able to draw the sample and complete the survey instrument. The information that the researcher completed on the survey instrument included the place of residence, how guilty status was determined, term of violation, gender, type of violation, and repeat offender status. The completed survey

instrument was then given to the Director of Judicial affairs in order to have her staff complete information regarding ethnic status, term of admission, academic college, and GPA. After this additional information had been obtained each survey form was reviewed again for correctness.

TREATMENT OF THE DATA

The test statistic which was used in analyzing the type of offense by place of residence was the chi-square test. According to Huck, Cormier, and Bounds (1974) the chi-square test is used when a researcher is interested in the number of responses, objects, or people that fall in two or more categories. This procedure is sometimes called a goodness-of-fit statistic. Goodness-of-fit refers to whether a significant difference exists between an observed number and an expected number of responses, people, or objects falling in each category designated by the researcher.

The major hypotheses were tested at the .05 level of significance. As a test of statistical significance chi-square helps to determine whether a systematic relationship exists between two variables (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975). The strength of the relationships for the present study were determined for the offender sample using the appropriate chi-squares procedure.

While previous studies used chi square analysis to test hypotheses in comparing the demographic characteristics of student offenders with the baseline population the present study utilized a proportional analysis by calculating a z value for each individual component variable for the two groups. According to Hayslett (1968) the true proportion of successes in Population 1 is denoted by π_1 and

the true proportion in Population 2 is denoted by π_2 . The symbol π is used to denote a parameter of a binomial population (Hayslett, 1969, p. 97).

The procedure used to test the hypothesis that there is no difference between the proportions of successes in two binomial populations, $H_0 : \pi_1 - \pi_2 = 0$ assumes that H_0 is true, and the random variable

$$z = \frac{(p_1 - p_2) - 0}{\sqrt{\frac{\pi(1-\pi)}{n_1} + \frac{\pi(1-\pi)}{n_2}}}$$

is approximately standard normal.

The formula used to calculate z values for each of the demographic variables tested in the comparison analysis of offenders and the baseline population is:

$$z = \frac{(\hat{p}_1 - \hat{p}_2) - (0)}{\sqrt{\frac{\hat{p}(1-\hat{p})}{n_1} + \frac{\hat{p}(1-\hat{p})}{n_2}}}$$

The level of significance established by the researcher was .05. The critical region of the test consisted of all z-values less than or equal to -z (-1.96) or greater than or equal to z (1.96) (Hayslett, 1969). The analysis of the comparison of GPAs of student offenders and the general undergraduate student population was accomplished by calculating the t-statistic and testing at the .05 level of significance.

SUMMARY

A systematic random sample consisting of 184 records of students who had either admitted guilt or been found guilty of

violating university regulations was drawn from the case files in the Office of Judicial Affairs at Michigan State University. These files were taken from those cases adjudicated during the three year period from 1986-87 to 1988-89.

The demographic variables identified for comparison to the baseline population included class standing, place of residence, academic college, gender, ethnic status, and grade point average (GPA). The baseline population consisted of the general undergraduate student population for 1987-88. Average enrollments and related data were calculated for the Fall, Winter and Spring terms for 1987-88 (see Table 1).

Place of residence was defined as large halls (1,000 students or more); medium halls (400-999); small halls (less than 400); university apartments, and off campus. The categories of offenses analyzed in the study as classified by the Office of Judicial Affairs, were 1) University Records, 2) University Facilities, 3) The Individual, and 4) Alcohol.

Information on the student offender sample was gathered using the "Student Judicial Record Survey Sheet" (Appendix A) which was developed by the researcher. A pilot study was conducted to determine the appropriateness of the survey instrument. The form was revised based upon feedback obtained from the pilot test.

The data were analyzed by using chi-squares and proportional analysis by the calculation of z values for each variable. The relevant hypotheses were tested at the .05 level of significance.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter contains a discussion of the analysis of the data using chi-squares and proportional analysis of the variables by calculation of the z values. As noted in Chapter I, prior studies had suggested that the offender group be compared to a baseline population, that males and females be studied separately, and that repeat offenders be studied separately. The first six hypotheses in this study were developed to primarily test the proportional differences between the total offender group and the undergraduate population (baseline population) for the 1987-88 academic year. Hypothesis seven was developed to distinguish between the types of offenses committed by place of residence.

In order to illustrate the differences found in the offender groups and the baseline population the following analyses are discussed in this chapter:

1. The comparison of the total offender group with the baseline population using proportional analysis.
2. The comparison of repeat offenders with the baseline population using proportional analysis.
3. Analysis of gender differences by type of offense using chi-square analysis.

Each of the seven hypotheses as stated in Chapter I were appropriately tested and are discussed in this chapter. For purposes of the analysis each hypothesis was stated in the null form. The completion of these analyses and comparisons provide for a more comprehensive discussion of the differences between student offenders and the general undergraduate

student population.

COMPARISON OF OFFENDERS AND UNDERGRADUATE GENERAL STUDENT POPULATION

The analysis of the comparison of the student offender sample with the undergraduate general student population (1987-88) was accomplished by proportional analysis calculating the z values and testing the null hypotheses at the .05 level of significance. A summary of the results of the comparison analysis for the student offenders with the undergraduate student population for 1987-88 is presented in Table 2. Average enrollments for Fall, Winter and Spring terms were used in the comparison analysis.

NULL HYPOTHESIS 1:

There is no significant difference between the proportion of student offenders who are freshmen and sophomores and those who are upperclassmen when compared to the general undergraduate student population.

The analysis comparing class standing was significant. Freshmen and sophomores were greatly overrepresented in the offender group with z values of 6.089 and 3.400 respectively. Juniors and seniors were both underrepresented in the offender group ($z=-4.563$ and $z=-6.460$) respectively. This finding appears to be consistent with prior research. VanKuren and Creamer (1989) found that class standing is directly related to offender status. One possible explanation they offer is that developmentally freshmen and sophomores are less mature and this immaturity may lead to misconduct problems. The null hypothesis for class standing was rejected.

NULL HYPOTHESIS 2:

There is no significant difference between the proportion of student offenders from large residence halls and other on and off campus residences when compared to the general undergraduate student population.

TABLE 2

SUMMARY OF CHARACTERISTICS OF STUDENT OFFENDERS
AND UNIVERSITY POPULATION

CHARACTERISTICS	Z SCORE	STUDENT NO.	OFFENDERS PERCENT	UNIVERSITY NO.***	POPULATION PERCENT
CLASS					
Freshman	6.089*	81	44.3	7,797	24%
Sophomore	3.400*	72	39.3	7,714	24
Junior	-4.563**	19	10.4	8,155	25
Senior	-6.460**	11	6.0	8,557	27
RESIDENCE					
Large Hall	3.129*	122	66.1	10,311	32
Medium Hall	4.348*	45	24.6	4,178	13
Small Hall	-0.267	6	3.3	1,622	5
University Apts.	0	0	0.0	113	0.35
Off Campus	-11.822**	11	6.0	15,999	49.65
ACADEMIC COLLEGE					
ANR	-1.771	7	3.6	2,339	7
A & L	-1.491	8	4.2	2,265	7
BUS	1.657	48	25	6,881	20
COM ARTS	0.209	22	11.5	3,880	11
EDU	-0.301	5	2.6	1,347	4
ENGR	0.137	23	12	3,586	11
HUMAN ECOLOGY	-1.591	3	1.6	1,478	4
JAMES MADIS	-0.718	4	2.1	1,008	3
NAT SCI	-.7535	16	8.3	3,364	10
NURS	0	1	0.5	390	1
SOC SCI	-0.152	19	9.9	3,702	11
COLL OF VET MED	0	0	0	351	1
UNDERGR UNIV DIV	2.585*	30	15.6	3,221	10
GENDER					
Male	6.713**	134	72.8	15,517	48
Female	-6.713**	50	27.2	16,707	52
ETHNIC STATUS					
Caucasian	-0.446	152	87.9	28,437	88
Black	-0.528	12	6.9	2,084	7
Hispanic	1.380	4	1	347	1
Native American	0	0	0	105	0.33
Asian Pacific	0.905	5	2.9	533	2
AVERAGE GPA	2.45			2.79	

$\alpha = .05/2 = .025$

$Z = \pm 1.96$

* $Z > 1.96$

** $Z < -1.96$

***Average Totals
for Fall, Winter
and Spring 1987-88

The comparison of place of residence indicated that student offenders from large and medium halls were overrepresented ($z=3.129$ and $z=4.348$ respectively). Again, the null hypothesis was rejected. Student offenders from small halls were proportionately represented ($z=-.0267$) while off campus students were underrepresented ($z=-11.822$). The null hypothesis for small halls was not rejected while the null hypothesis for off campus students was rejected. Off campus students account for the largest percent of undergraduates yet they account for the lowest percent of student offenders. Students living in university apartments were dropped from the analysis as they accounted for less than one percent in both the offender group and the comparison group.

NULL HYPOTHESIS 3:

There is no significant difference in the proportion of student offenders enrolled in the various academic colleges when compared to the general undergraduate student population.

The comparison of offender status and academic college yielded the following findings. There were no proportional differences found for the Colleges of Agriculture and Natural Resources ($z=-1.771$), Arts & Letters ($z=-1.491$), Business ($z=1.657$), Communication Arts & Science ($z=0.209$), Education ($z=-0.301$), Human Ecology ($z=-1.591$), Engineering ($z=0.137$), James Madison ($z=-0.718$), Natural Science ($z=-0.7535$), and Social Science ($z=-0.152$). The null hypothesis was not rejected for the aforementioned academic colleges. The only college which was overrepresented ($z=2.585$) in the offender group was that of the Undergraduate University Division. This particular classification is primarily for freshmen and sophomores who have not declared an academic major or those who wish to explore a variety of academic areas. The null hypothesis was rejected for the Undergraduate University Division.

NULL HYPOTHESIS 4:

There is no significant difference between the incidence of male offenders and female offenders when compared to the general undergraduate student population.

The comparison of gender difference showed males to be greatly overrepresented ($z=6.713$) and females to be greatly underrepresented ($z=-6.713$) in the offender group. The null hypothesis was rejected.

NULL HYPOTHESIS 5:

Proportionately there is no significant difference between the number of majority and non-majority student offenders when compared to the general undergraduate student population.

Ethnic origin was analyzed because it was believed that this variable might add insight as to the diversity of the student population. The results showed that proportionately there were no significant differences in representation in the offender group and the comparison group. That is to say that while the majority of student offenders are Caucasian (87.9%) they are equally represented ($z=-0.446$) in the general student population (88%) as were Blacks ($z=-0.528$), Hispanics ($z=1.380$), and Asians ($z=0.905$). The only group not represented in either group was Native Americans as they comprise less than one percent of the student population. The null hypothesis for ethnic status was not rejected. All ethnic groups are proportionately represented in the offender group when compared to the baseline population. One should note that ethnic minorities although proportionately represented in the offender group still account for a very small percentage of total offenders.

NULL HYPOTHESIS 6:

There is no significant difference in the GPAs of student offenders and the general undergraduate student population.

The average undergraduate GPA was 2.79 while the average

offender GPA was 2.45. Calculation of the t-statistic at the .05 level of significance using the GPA's yielded a t-score of 4.139 which is greater than $t_{.05}(25) = 2.447$. There is a significant difference in average GPA's of offenders and the general undergraduate student population. The null hypothesis was rejected.

NULL HYPOTHESIS 7:

Among student offenders there is no significant difference in the types of offenses committed by place of residence.

The summary of the kind of offense by place of residence is presented in Table 3. The results of this analysis were significant ($\chi^2 = 92.826$; $p < .05$). Those living in large and medium residence halls showed the greatest significance by type of offense. Violations in the offense categories of the individual and alcohol occurred more frequently in large and medium halls. Violations of university records and university facilities were relatively few in number and occurred with about the same frequency in large and medium halls and off-campus. Off-campus and small halls were not represented in the university facilities offense category.

What this indicates is that those living in large and medium halls tend to commit violations in the categories of alcohol and the individual more frequently than those in the university records and university facilities categories. In other words there are far fewer incidences of falsifying records, and destroying property etc. than there are violations of noise, threatening behavior, floor parties, and other alcohol violations.

Those living in small halls and off campus were underrepresented in each of the offense categories. Their numbers were so small (5 or less) in each category that one has to be careful in

TABLE 3
SUMMARY OF KIND OF OFFENSE BY PLACE OF RESIDENCE

OFFENSE	TOTAL	RESIDENCE HALLS			UNIV. APTS	OFF CAMPUS
		LARGE	MED	SMALL		
UNIV. RECORD	15	5	4	1	0	5
FACILITIES	12	8	4	0	0	0
THE INDIVIDUAL	73	46	22	2	0	3
ALCOHOL	83	62	15	3	0	3

$\chi^2 = 92.826, p < .05$

drawing conclusions about the significance of the Chi-square test. These individuals had no incidences of violations in the university facilities category and accounted for less than 10 percent of the violations in the other three offense categories. One possible explanation for these differences is that the large and medium sized residence halls are traditionally louder and tend to have more parties. Also staff in these buildings may be more responsive to violations of the student code and may be more prone to report such violations. The null hypothesis was rejected.

SUMMARY

In this comparison analysis between the overall offender group and the baseline population the variables showing the strongest indication of offender status were class standing, place of residence, gender and GPA. The variables of academic college and ethnic status did not show any significance when analyzed with the baseline population. The null hypothesis regarding academic college was not rejected for all academic colleges except the Undergraduate University Division which was overrepresented in the comparison analysis. The null hypothesis for race was not rejected as all ethnic groups were proportionately represented in the comparison analysis.

The analysis of the kind of offense by place of residence showed that those living in large and medium halls tend to commit violations in the categories of alcohol and the individual more frequently than other types of violations. Small residence halls and off-campus residences were underrepresented in each of the offense categories. The null hypothesis regarding type of offense by place of residence was rejected.

COMPARISON OF REPEAT OFFENDERS AND GENERAL UNDERGRADUATE STUDENT POPULATION

In addition to the proportional analysis comparing the total offender population and the university population, another proportional analysis was completed controlling for repeat offender status. Table 4 is a graphic presentation of the summary of the results of the analysis for repeat offenders and the baseline population.

NULL HYPOTHESIS 1:

There is no significant difference between the proportion of repeat student offenders who are freshmen and sophomores and those who are upperclassmen when compared to the general undergraduate student population.

In the repeat offender comparison class standing yielded some significantly different findings than those reported in the total offender sample. There were no proportional differences found for the freshman class ($z=1.312$) between repeat offenders and the baseline population while sophomores were greatly overrepresented ($z = 14.83$) and juniors were somewhat underrepresented ($z = -2.153$). There were no incidences of seniors in the repeat offender group. These results indicate sophomores are more likely to be repeat offenders than freshmen, juniors or seniors. This is consistent with the findings of Janosik, Davis, and Spencer (1985). The null hypothesis was rejected for sophomores and juniors.

NULL HYPOTHESIS 2:

There is no significant difference between the proportion of repeat student offenders from large residence halls and other on and off campus residences when compared to the general undergraduate student population.

The analysis of place of residence for repeat offenders indicated that students from large halls were significantly

TABLE 4

SUMMARY OF CHARACTERISTICS OF REPEAT OFFENDERS
AND UNIVERSITY POPULATION

CHARACTERISTICS	Z SCORE	REPEAT OFFENDERS		UNIVERSITY POPULATION	
		NO.	PERCENT	NO.***	PERCENT
CLASS					
Freshman	1.312	13	33	7,797	24%
Sophomore	14.830*	22	56	7,714	24
Junior	-2.130**	4	10	8,155	25
Senior	0			8,557	27
RESIDENCE					
Large Hall	4.960*	27	69	10,311	32
Medium Hall	1.858	9	23	4,178	13
Small Hall	0	0	0	1,622	5
University Apts.	0	0	0.0	113	0.35
Off Campus	-5.240**	3	7.7	15,999	49.65
ACADEMIC COLLEGE					
ANR	-1.069	1	2.6	2,339	7
A & L	-0.418	2	5.3	2,265	7
BUS	0.152	8	21	6,881	20
COM ARTS	0.097	6	15.8	3,880	11
EDU	0	0	0	1,347	4
ENGR	0.967	6	15.8	3,586	11
HUMAN ECOLOGY	0	0	0	1,478	4
JAMES MADIS	-0.142	1	2.6	1,008	3
NAT SCI	-0.103	4	10.5	3,364	10
NURS	0	1	0.5	390	1
SOC SCI	0.098	4	10.5	3,702	11
COLL OF VET MED	0	0	0	351	1
UNDERGR UNIV DIV	0.395	6	15.8	3,221	10
GENDER					
Male	4.808*	33	87.8	15,517	48
Female	-4.808**	5	13	16,707	52
ETHNIC STATUS					
Caucasian	-0.210	34	87	28,437	88
Black	-0.530	2	5	2,084	7
Hispanic	4.009*	3	2.1	347	1
Native American	0	0	0	105	0.33
Asian Pacific	0	0	0	533	2
AVERAGE GPA	2.43			2.79	

 $\alpha = .05/2 = .025$ Z = ± 1.96

*Z > 1.96

**Z < -1.96

***Average Totals
for Fall, Winter
and Spring 1987-88

overrepresented ($z = 4.95$) while students from medium halls ($z=1.858$) were proportionately represented. This finding was different from that in the analysis of the total student offender group. Again, off campus residents were underrepresented ($z = -5.243$) while there were no incidences of offenders from small halls, or university apartments. The null hypothesis was rejected for large halls and off campus. The null hypothesis was not rejected for medium halls and small halls.

NULL HYPOTHESIS 3:

There is no significant difference in the proportion of repeat student offenders enrolled in the various academic colleges when compared to the general undergraduate student population.

The comparison of academic college showed no significant proportional differences between the two groups. The only inconsistency between this finding and that involving the total offender group was that the Undergraduate University Division was overrepresented in the total offender group. One reason for this occurrence might be that most offenders affiliated with the Undergraduate University Division are freshman and this group showed no significant proportional representation in the repeat offender group. The null hypothesis was not rejected.

NULL HYPOTHESIS 4:

There is no significant difference between the incidence of male repeat offenders and female repeat offenders when compared to the general undergraduate student population.

Females were significantly underrepresented in the repeat offender group ($z = -4.08$) while males were significantly overrepresented ($z=4.808$). The null hypothesis was rejected.

NULL HYPOTHESIS 5:

The null hypothesis is that proportionately there is no significant difference between the number of majority and non-majority repeat student offenders when compared to the general undergraduate student population.

The analysis for ethnic status again showed no significant differences with the exception of Hispanics. This group was significantly overrepresented ($z=4.009$) in the repeat offender group. However, one should note that the total number of Hispanics in both the general population ($n=347$) and the repeat offender group ($n=4$) are comparatively small (1% and 2.1%) respectively. Chances are these students would constitute a relatively insignificant discipline problem on campus. The only ethnic group for which the null hypothesis was rejected were Hispanics.

NULL HYPOTHESIS 6:

There is no significant difference in the GPAs of repeat student offenders and the general undergraduate student population.

The average GPA for repeat offenders was 2.43 while that of the general undergraduate student population was 2.787. The t-score at the .05 level of significance is 2.447. Since the calculated t-score of 4.49 is greater than + 2.447 the null hypothesis is rejected. This finding was consistent with that in the analysis of the total offender population and the baseline population.

ANALYSIS OF GENDER DIFFERENCES

In order to check gender differences in the offender group a chi square analysis was performed on type of offense by gender (Table 5). This particular analysis yielded no significant differences. Even though males comprise the greater number of offenders, males and females commit violations in each of the four offense categories in approximately the same proportions. This finding is also consistent with Tracey et.al. (1979).

TABLE 5

SUMMARY OF KIND OF OFFENSE BY GENDER

OFFENSE	TOTAL	MALE	FEMALE
UNIV. RECORD	15	8	7
FACILITIES	12	10	2
THE INDIVIDUAL	73	56	17
ALCOHOL	83	59	24

 $\chi^2 = 4.217, p > .05$

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

PURPOSE

The occurrence of students violating campus regulations at Michigan State University as well as at other institutions of higher education continues to be a concern for student affairs administrators. The initial review of the literature indicated that there was a lack of research on student discipline and that the research which had been conducted was relatively old.

Several methodological problems were also identified. These problems included: (1) a lack of a baseline or comparison population, (2) inability to generalize across studies, (3) a lack of descriptive studies of student offenders, (4) the need to control for type of offense, (5) the need to study males and females separately and (6) the need to group repeat offenders for comparison to other offenders.

The purpose of the present research was to address these issues and to update studies which had been conducted at Michigan State University over twenty years ago.

METHODOLOGY

The methodology used in this study included the identification and comparison of several demographic characteristics of student offenders and the undergraduate student population for 1987-88. The variables under study included class standing, place of residence,

academic college, gender, ethnic status and grade point average. Place of residence was categorized as large halls, medium halls, small halls, off campus, and university apartments. A random sample consisting of 184 student offenders was drawn from the judicial files of students who had admitted guilt or been found guilty of violations at MSU for academic years 1986-87, 1987-88, and 1988-89. The data on the student offender group were compared to the general undergraduate university population and analyzed using proportional analysis which entailed calculation of z-scores to test whether there existed any statistically significant differences between the two groups. Proportional analysis was also performed for differences between repeat offenders and the general student population. Chi-square analysis was performed controlling for type of offense by gender to determine whether there were any differences in the types of violations committed by males and females. Chi-square analysis was also used in the analysis of type of offense by place of residence. The t-statistic was used to determine the significance of grade point averages for the two groups.

FINDINGS

COMPARISON OF OFFENDERS AND GENERAL UNDERGRADUATE STUDENT POPULATION

NULL HYPOTHESIS 1:

There is no significant difference between the proportion of student offenders who are freshmen and sophomores and those who are upperclassmen when compared to the general undergraduate student population.

The analysis comparing class standing was significant. Freshmen and sophomores were greatly overrepresented in the offender group. Juniors and seniors were both underrepresented in the offender group.

This finding appeared to be consistent with prior research. VanKuren and Creamer (1989) found that class standing is directly related to offender status. One possible explanation that they offer is that developmentally freshmen and sophomores are less mature and this immaturity may lead to misconduct problems. The null hypothesis for class standing was rejected for all four class levels.

NULL HYPOTHESIS 2:

There is no significant difference between the proportion of student offenders from large residence halls and other on and off campus residences when compared to the general undergraduate student population.

The comparison of place of residence indicated that student offenders from large and medium halls were overrepresented. The null hypothesis was rejected for large and medium halls. Student offenders from small halls were proportionately represented while off campus students were underrepresented. The null hypothesis for small halls was not rejected while the null hypothesis for off campus was rejected.

NULL HYPOTHESIS 3:

There is no significant difference in the proportion of student offenders enrolled in the various academic colleges when compared to the general undergraduate student population.

There were no proportional differences found for the colleges of Agriculture and Natural Resources, Arts & Letters, Business, Communication Arts & Science, Education, Human Ecology, Engineering, James Madison, Natural Science, and Social Science. The null hypothesis was not rejected for the aforementioned academic colleges. The only academic unit which was overrepresented in the offender group was that of the Undergraduate University Division. The null hypothesis was rejected for the Undergraduate University Division.

NULL HYPOTHESIS 4:

There is no significant difference between the incidence of male offenders and female offenders when compared to the undergraduate general student population.

The comparison of gender showed males to be greatly overrepresented and females to be greatly underrepresented in the offender group. The null hypothesis was rejected.

NULL HYPOTHESIS 5:

Proportionately there is no significant difference between the number of majority and non-majority student offenders when compared to the general undergraduate student population.

The results showed that proportionately there were no significant differences in representation in the offender group and the comparison group. That is to say that while the majority of student offenders are Caucasian (87.9%) they are equally represented in the general

student population (88%) as were Blacks, Hispanics, and Asians. The only group not represented in either group was Native Americans as they comprise less than one percent of the student population. The null hypothesis for ethnic status was not rejected. One should note that ethnic minorities although proportionately represented in the offender group still account for a very small percentage of total offenders.

NULL HYPOTHESIS 6:

There is no significant difference in the GPAs of student offenders and the general undergraduate student population.

The average undergraduate GPA was 2.79 while the average offender GPA was 2.458. The t-score indicated the offender group's GPA was significantly lower than the average undergraduate GPA. The null hypothesis was rejected.

NULL HYPOTHESIS 7:

The null hypothesis is that among student offenders there is no difference in the type of offense committed by place of residence.

The results of this analysis were significant. Those living in large and medium halls showed the greatest significance by type of offense. Violations in the offense categories of the individual and alcohol occurred more frequently in large and medium halls. Violations of university records and university facilities were relatively few in number and occurred with about the same frequency in large and medium halls and off campus. Off campus and small halls were not represented in the university facilities category. The null hypothesis was rejected.

The indication was that those living in large and medium halls tend to commit violations of university records and facilities in approximately the same proportion. They also commit alcohol and individual violations in about the same proportion which is much higher than university records and university facilities violations. In other words there are far fewer incidences of falsifying records, and destroying property etc. than there are violations of noise, threatening behavior, floor parties, and other alcohol violations.

COMPARISON OF REPEAT OFFENDERS AND GENERAL UNDERGRADUATE STUDENT POPULATION

NULL HYPOTHESIS 1:

There is no significant difference between the proportion of repeat student offenders who are freshmen and sophomores and those who are upperclassmen when compared to the general undergraduate student population.

In the repeat offender comparison class standing yielded some significantly different findings than those reported in the total

offender sample. There were no proportional differences found for the freshman class between repeat offenders and the baseline population while sophomores were greatly overrepresented and juniors were somewhat underrepresented. There were no incidences of seniors in the repeat offender group. These results indicated sophomores are more likely to be repeat offenders than freshmen, juniors or seniors. This is consistent with the findings of Janosik, Davis, and Spencer (1985). The null hypothesis was rejected for sophomores and juniors.

NULL HYPOTHESIS 2:

There is no significant difference between the proportion of repeat student offenders from large residence halls and other on and off campus residences when compared to the general undergraduate student population.

The analysis of place of residence for repeat offenders indicated that students from large halls were significantly overrepresented while students from medium halls were proportionately represented. This finding was different from that in the analysis of the total student offender group. Again, off campus residents were underrepresented while there were no incidences of offenders from small halls, or university apartments. The null hypothesis was rejected for large halls and off campus. The null hypothesis was not rejected for medium halls and small halls.

NULL HYPOTHESIS 3:

There is no significant difference in the proportion of repeat student offenders enrolled in the various academic colleges when compared to the general undergraduate student population.

The comparison of academic college showed no significant proportional differences between the two groups. The null hypothesis was not rejected.

NULL HYPOTHESIS 4:

There is no significant difference between the incidence of male repeat offenders and female repeat offenders when compared to the general undergraduate student population.

Females were significantly underrepresented in the repeat offender group while males were significantly overrepresented. The null hypothesis was rejected.

NULL HYPOTHESIS 5:

The null hypothesis is that proportionately there is no significant difference between the number of majority and non-majority repeat student offenders when compared to the general undergraduate student population.

The analysis for ethnic status again showed no significant differences with the exception of Hispanics. This group was significantly overrepresented in the repeat offender group. However, this finding was considered with caution because Hispanics represented an exceptionally small in both the undergraduate population ($n=347$) and the repeat offender group ($n=3$). The null hypothesis was rejected for Hispanics. The null hypothesis was not rejected for the other ethnic groups since they were each proportionately represented in the repeat offender group.

NULL HYPOTHESIS 6:

There is no significant difference in the GPAs of student offenders and the general undergraduate student population.

The average GPAs for repeat offenders was 2.43 which was significantly lower than the average GPA of the baseline population (2.787). This finding was consistent with that in the analysis of the total offender population and the baseline population. The null hypothesis was rejected.

ANALYSIS OF GENDER DIFFERENCES

In order to check gender differences in the offender group a chi square analysis was performed on type of offense by gender. This particular analysis yielded no significant differences. Even though males comprise the greater number of offenders, males and females commit violations in each of the four offense categories in approximately the same proportions. This finding is also consistent with Tracey et.al. (1979).

SUMMARY OF FINDINGS

Proportional analysis comparing the students offenders with the general undergraduate student population confirmed that student offenders were more likely to reside in large or medium halls, and that both freshmen and sophomores were overrepresented in the offender group while juniors and seniors were underrepresented.

In the comparison analysis of students offenders with the undergraduate student population the variable of academic college indicated no significant differences between the two groups with the exception of the Undergraduate University Division which was overrepresented in the offender group. The comparison of gender showed that males were significantly overrepresented in the offender group. However, there was no statistical difference found in the types of violations that males and females commit.

The analysis involving ethnic status showed no significant differences in representation in the total offender group. Minorities represent a small percentage of the general student population and are no more or less likely to be involved in disciplinary problems than

their Caucasian counterparts.

A comparison of GPAs indicated that student offenders had a significantly lower GPA (2.458) than the general student population (2.785). A review of the hypotheses revealed that the null hypotheses regarding place of residence, GPA, class standing, and gender were rejected. The hypothesis testing the significance of academic college revealed that the only college showing any significance was that of the Undergraduate University Division. In other words, proportional differences between the offender group and the university population do exist for the variables of place of residence, GPA, class standing, gender and the Undergraduate University Division. The hypotheses regarding ethnic status and academic college with the exception of the University Undergraduate Division were not rejected.. In other words there were no significant proportional differences found for the variables of ethnic status and the colleges of Agriculture and Natural Resources, Arts and Letters, Business, Communication Arts, Education, Engineering, Human Ecology, James Madison, Natural Science, Nursing, Social Science, and the College of Veterinary Medicine in the offender group when compared to the general student population.

One of the more consistent findings of this study when compared to other studies was the significance of class standing in the offender group. One explanation of this occurrence is that theoretically speaking freshmen and sophomores maturity level and developmental status (VanKuren and Creamer, 1989; Cickering, 1969) may be quite different from juniors and seniors.

In addition to the comparison analysis, chisquares were performed on type of offense by place of residence and gender. The

results indicated that students in large and medium halls commit a disproportionate amount of violations in the individual and alcohol categories. Most of these violations involve noise, floor parties where alcohol is being consumed and possession of a common source of alcohol (keg). There were no significant differences in the type of offense committed by gender. Males and females committed violations in each of the offense categories in approximately the same proportion.

Additional analyses were performed on the comparison of the repeat offenders with the university population. One of the more interesting findings in this analysis was that there were no significant differences between freshmen in the repeat offender group and the general student population. One explanation of this is that freshmen for the most part would only have spent one year on campus and repeat offenses are more likely to occur during the sophomore year.

The analysis on place of residence for repeat offenders indicated that students from large halls were overrepresented while students from medium halls were proportionately represented. This was inconsistent with the finding for the comparison of the total offender group with the baseline population. Also, there were no significant differences in academic college representation in the repeat offender group. Again, males were overrepresented. The only significant difference for ethnic status occurred for Hispanic students who were overrepresented in the repeat offender group, but it was noted that they accounted for such a small number that this result should be accepted with caution.

CONCLUSIONS

Based upon the results of the proportional analysis one can

conclude that there appears to be some relationship between the variables of class standing, gender, place of residence, and academic college for those enrolled in the Undergraduate University Division for the student offender group. Freshmen and sophomores comprise slightly more than half of the undergraduate student population. Freshmen and sophomores also constitute the greatest majority of offenders in the total offender group while sophomores constitute the greatest majority of offenders in the repeat offender group. The overrepresentation of freshmen and sophomores as student offenders could be attributable to several factors. Primarily freshmen and sophomores because of on campus residency requirements comprise the majority of on campus residents and most of the offenses cited occurred in or around the residence halls. Secondly, as cited earlier in this study freshmen and sophomores may not have reached the same level of maturity as juniors and seniors and tend to disregard accepted codes of behavior. Finally, freshmen and sophomores may not be completely aware of the various student rules and regulations that govern student conduct. Therefore, while educational disciplinary programs are needed for all students freshmen and sophomores participation should be particularly emphasized.

The type of offenses that occur most frequently are those in the individual and alcohol categories. Most of these are noise, threatening behavior, alcohol and party violations. Based upon this finding one can conclude that there is a basic lack of respect of the rights of others among student offenders. It can also be concluded that the use of alcohol on campus can lead to serious disciplinary problems. Educational programs designed to address these issues should continue to be stressed on campus.

Ethnic status was found to be insignificant in determining

offender status. Ethnic minorities are no more or less apt to violate university rules and regulations than their Caucasian counterparts. This particular finding may help to alleviate some of the stereotypes regarding behavioral problems associated with ethnic minorities. One can conclude that the ethnic and cultural diversity of the student population has in no way eroded campus discipline. In fact the numbers and percentages of ethnic minorities in both the general student population and the offender group are so small that they are almost negligible.

The findings in this study suggest that one can conclude that while educational programs are needed for all students particular emphasis should be placed on freshmen and sophomore students residing on campus in large and medium halls. Student development theories such as those mentioned in Chapter II may be very useful in addressing issues of developmental assessment of needs and maturity levels. For example, application of the psychosocial theories (Rodgers, 1983) would provide a means to identify specific developmental tasks that occur during the college experience (ages 18-25). These tasks might include learning to manage emotions, identifying and coping with stressors, confronting issues of gender identity, alcohol awareness, and learning to be independent. Once these tasks are identified student affairs professionals can plan educational activities to address such issues. For instance, workshops could be conducted to teach students stress management techniques, values clarification, sexual identity, and responsible drinking. Educational programs such as the ones mentioned here involve a lot of planning and a concerted effort on the part of the campus community to encourage students to attend and participate.

RECOMMENDATIONS

This researcher recommends that future research in the area of student discipline:

1. Identify institutions of higher education of a similar nature to that of Michigan State University and conduct studies similar to the present research. This would allow comparison of results among institutions and these colleges and universities could then interact with each other as they plan and implement disciplinary programs.
2. In conducting research on repeat offenders researchers should begin to focus more attention on the sanctioning process and whether or not sanctions act as deterrents to repeat offender status.
3. Additional studies incorporating ethnic status as a variable would be helpful in further determining whether this variable is significant in offender status as the present study suggests it is not significant.

In addition to these recommendations future research should also consider the consistency of the manner in which campus rules and regulations are enforced and reported by staff in the various on campus living units. Some staff in smaller halls may tend to use a disciplinary counseling approach while others in larger halls may tend to use a more confrontational approach which could result in more violations being reported for these living units.

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APPENDIX A
JUDICIAL RECORD SURVEY SHEET

STUDENT JUDICIAL RECORD SURVEY SHEET
DATA COLLECTION FORM

Student #: _____ Name: _____

Year of Admission: _____ GPA _____

Term of Disciplinary Action: _____ Credits Completed: _____

Academic College Code: _____

Repeat Offender: ____Yes ____No # of Violations: _____

Action: ____Voluntary Guilt ____Administrator ____Judicial Board

Gender: M F

Ethnic Origin (Race): C B N A H O

Place of Residence:

____Residence Hall: L M S

____University Apartments

____Off Campus: ____Greek House ____Apartment ____Other

Type of Offense:

____**University Records**

____Falsifying Information

____Improperly transferring altering or using a parking permit

____Misusing a residence hall meal ticket

____**University Facilities**

____Misusing a university key

____Throwing Food

____Damaging university property

____Setting a fire

____Pulling a fire alarm

____**The Individual**

____Causing physical harm to another

____Threatening others

____Causing unreasonable noise

____Possessing or using fireworks

____Possessing a weapon

____**Alcohol**

____Organizing or participating in a party where alcohol is
being consumed

____Alcohol in the hallway

APPENDIX B
JUDICIAL AFFAIRS SUMMARY OF NUMBER OF
JUDICIAL REPORTS BY CATEGORIES OF BEHAVIOR

NUMBER OF JUDICIAL REPORTS BY CATEGORIES OF BEHAVIOR

CATEGORIES OF BEHAVIOR	1988-89	1987-88	1986-87
<u>UNIVERSITY RECORDS</u>			
-Falsifying information in order to obtain a residence hall contract or release (includes subletting)	--(--)	--(--)	2(--)
-Providing false informatin to a judiciary	1 (--)	--(--)	--(--)
-Providing false information to a University staff member	14 (1%)	15 (1%)	10 (1%)
-Improperly transferring, altering, or or using a parking permit	3 (--)	13 (1%)	12 (1%)
-Misusing a residence hall meal ticket	12 (1%)	3 (--)	8 (--)
-Receiving more than five parking tickets in a year	-- (--)	26 (2%)	123 (7%)
<u>UNIVERSITY FACILITIES, MATERIALS AND SERVICES</u>			
-Entering a building or room when officially closed	5 (--)	7 (--)	9 (1%)
-Misusing a University Key	8 (--)	5 (--)	3 (--)
-Throwing Food	3 (--)	2 (--)	3 (--)
-Taking food from cafeteria	4 (--)	12 (1%)	3 (--)
-Damaging University property	95 (5%)	114 (7%)	76 (5%)
-Removal of University property	31 (2%)	36 (2%)	29 (2%)
-Setting a fire	12 (1%)	23 (1%)	16 (1%)
-Pulling a fire alarm	8 (--)	14 (1%)	12 (1%)
-Misuse of fire equipment	8 (--)	5 (--)	11 (1%)
-Playing athletic games in hall	16 (1%)	13 (1%)	26 (2%)
-Solicitation in the hall	1 (--)	-- (--)	-- (--)
-Refusal to show I.D.	6 (--)	12 (1%)	5 (--)
<u>THE INDIVIDUAL</u>			
-Causing physical harm to another (includes sexual assault)	54 (3%)	33 (2%)	51 (3%)
-Harassing, intimidating, or threatening others	119 (6%)	95 (6%)	88 (5%)
-Passing up a person in stadium	6 (--)	-- (--)	-- (--)
-Causing unreasonable noise	399 (20%)	370 (21%)	406 (25%)
-Taking, using, or destroying another's personal property	23 (1%)	31 (2%)	19 (1%)
-Interfering with another's privacy	6 (--)	7 (--)	8 (--)
-Keeping residence hall or room messy	21 (1%)	3 (--)	27 (2%)
-Creating a safety or health hazaard	143 (7%)	77 (4%)	46 (3%)
-Violating loft guidelines	51 (3%)	82 (5%)	65 (4%)
-Having a pet	10 (1%)	6 (--)	4 (--)
-Possessing or using fireworks	44 (2%)	33 (2%)	62 (4%)
-Possessing a weapon	2 (--)	5 (--)	1 (--)
-Neglecting responsibilities as host or community member (does not include alcohol violations)	67 (3%)	36 (2%)	41 (2%)
-Violation of terms of probation	-- (--)	4 (--)	23 (1%)
<u>ALCCHOL</u>			
-Organizing or participating in a party where alcohol is being consumed	785 (39%)	641 (37%)	468 (28%)
-Alcohol in the hallway	40 (2%)		
TOTALS	2000 ³	1723 ²	1657 ¹

¹Does not include 358 alleged violations of the Administrative Ruling on Alcohol.²Does not include 288 alleged violations of the Administrative Ruling on Alcohol.³Does include 233 alleged violations of RHBR 5.4 (the keg regulation).

APPENDIX C
APPLICATION TO THE UNIVERSITY COMMITTEE ON
RESEARCH INVOLVING HUMAN SUBJECTS

APPLICATION FOR REVIEW OF A PROJECT INVOLVING HUMAN SUBJECTS

Submit your proposal for UCRIHS review to:

Dr. David E. Wright, Chair
UCRIHS
Michigan State University
232 Administration Building
East Lansing, MI 48824-1046

If you have any questions, or wish to check the status of your proposal,
call: (517) 355-2180

DIRECTIONS: COMPLETE QUESTIONS 1-11: Attach additional material as requested.

- | | |
|---|--|
| 1. RESPONSIBLE PROJECT INVESTIGATOR
(faculty or staff supervisor) | NAME OF INVESTIGATOR
(if different) |
| <u>Dr. Eldon Nonnamaker</u> | <u>Flora L. Jenkins</u> |
| 2. CAMPUS ADDRESS:
<u>429 Erickson</u> | CAMPUS ADDRESS: (or address
where approval letter is to be
sent) |
| Phone #: <u>353-8768</u> | <u>2920 Woodruff A-6 Lansing,
MI, 48912</u> |
| | Phone #: <u>485-6740</u> |
| 3. TITLE OF PROPOSAL: "Characteristics of Student Offenders at
Michigan State University: A Comparison of Selected Demographic
Variables Using a Baseline Population" | |
| 4. A. PROPOSED FUNDING AGENCY (if any) <u>N/A</u> | |
| B. IS THIS AN FDA PROPOSAL [] YES [X] NO | |
| C. MSU ORD# IF APPLICABLE <u>N/A</u> | |
| D. DATE ON WHICH YOU PLAN TO BEGIN DATA COLLECTION <u>Feb 15, 1991</u> | |
| 5. EXEMPT/EXPEDITED. If applying for Exempt or Expedited status.
Indicate the category. SEE INSTRUCTIONS - ITEM 1(i.e. 1-A, 2-D,
etc.) | |

Category: I-C

For Office Use	Subcommittee: _____ Agenda: _____ Comments: _____	Comments to PI: _____ Comments to REV: _____
----------------------	---	---

6. ABSTRACT. Summarize the research (its purpose and general design to be conducted. This can be identical or similar to the summary required when submitting to the NIH (200 words or less). Briefly outline, in particular, what will be done to research subjects.

The purpose of this study is to update information regarding characteristics of student offenders at Michigan State University. The last study of this nature conducted at MSU was completed in 1967 by Emery J. Cummins. The composition of the student body has changed since that time as have many of the disciplinary concerns on campus. The study will be conducted using judicial records of students who have admitted guilt or been found guilty of violating university rules and regulations between the academic years of 1986/87 to 1988/89. A random sample of the judicial records will be drawn. The proposed research will be a descriptive study designed to analyze the types of offenses and frequency of occurrence in addition to analyzing several demographic variables including sex, place of residence, academic college, race or ethnic origin, class standing, and grade point average (GPA).

7. SUBJECT POPULATION. Will any of the following be subjects:

	Yes	No		Yes	No
Minors	<input type="checkbox"/>	<input type="checkbox"/>	Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnant Women	<input type="checkbox"/>	<input type="checkbox"/>	Low Income Persons	<input type="checkbox"/>	<input type="checkbox"/>
Women of Child-bearing age	<input type="checkbox"/>	<input type="checkbox"/>	Minorities	<input type="checkbox"/>	<input type="checkbox"/>
Institutionalized Persons	<input type="checkbox"/>	<input type="checkbox"/>	Incompetent Persons	<input type="checkbox"/>	<input type="checkbox"/>
			(or diminished capacity)		

- 7a. Number of Subjects (including controls)? 280
- 7b. Are you associated with the subjects (e.g., your students, employees, or patients,
☐ yes ☒ no. If yes, explain nature of the association.
- 7c. How will subjects be contacted and selected?
 I will not be surveying subjects directly. Disciplinary records will be randomly selected using the table of random numbers.
- 7d. Will research subjects be compensated? ☐ Yes ☒ No.
 If yes, all information concerning payment, including the amount and schedule of payment must be set forth in the informed consent.
- 7e. Will you be advertising for research participants? ☐ Yes ☒ No
 If yes, attach a copy of the advertisement you will use. SEE INSTRUCTIONS - ITEM 2.

8. ANONYMITY/CONFIDENTIALITY. Describe procedures and safeguards for insuring confidentiality or anonymity. SEE INSTRUCTIONS - ITEM 3

This study will be conducted in cooperation with the Office of Judicial Affairs and all surveys will be coded in a manner that will ensure confidentiality and anonymity. At no time during this research will any students names be used, only student numbers. Once I am granted permission by the Committee to conduct this study I will make arrangements with the Office of Judicial Affairs to complete the survey instrument.

9. RISK/BENEFIT RATIO. Analyze the risk/benefit ratio. SEE INSTRUCTIONS -ITEM 4. Completely answer items A, B, and C listed in the instructions. ALSO SEE item 6 in the instructions if your research involves minors or those with diminished capacity.

The risks are practically zero while the benefit can be significant insofar as the planning, development, and implementation of proactive student services and activities can be improved to address issues concerning misconduct on campus.

10. CONSENT PROCEDURES. Describe consent procedures to be followed, including how and where informed consent will be obtained. SEE INSTRUCTIONS - ITEM 5 on what needs to be included in your consent form. Include a copy of your consent form with your proposal. Also SEE ITEM 6 in the instructions if your research involves minors or those with diminished capacity.

Copies of letter that I will be sending to Dr. Moses Turner, Vice-President for Student Affairs and Services, and Ms. Marie Hansen, Director of Judicial Affairs, to request their support and consent to conduct this research are included in the proposal. I have previously met with Ms. Hansen on an informal basis and she is aware of my intentions regarding the proposed study.

11. CHECKLIST. Check off that you have included each of these items with your proposal. If not applicable, state n/a.
- [X] Provide six (6) copies of all information unless applying for exempt or expedited review. Provide two (2) copies if applying for exempt or expedited. Include all questionnaires, surveys, forms, tests, etc. to be used.
 - [X] Proposed graduate and undergraduate student research projects submitted to UCRIHS for review should be accompanied by a signed statement from the student's major professor stating that he/she has reviewed and approves the proposed project.
 - [X] Provide one complete copy of the full research proposal. Graduate students should furnish one copy of the "Methods" chapter of their thesis/dissertation (if available) in lieu of a research proposal.
 - [X] Questions 1-10 have been filled out completely.
 - [X] Provide the consent form (or instruction sheet, explanatory letter, or the script for oral presentation if signed consent is not to be obtained--See Item 5 in the instructions).
 - [X] Advertisement included if applicable.

YOUR PROPOSAL WILL BE ASSIGNED A UCRIHS PROPOSAL NUMBER. REFER TO THIS NUMBER AND THE TITLE OF YOUR PROPOSAL ON ANY CORRESPONDENCE OR INQUIRES.

MICHIGAN STATE UNIVERSITY

**OFFICE OF VICE PRESIDENT FOR RESEARCH
AND DEAN OF THE GRADUATE SCHOOL**

EAST LANSING, MI 48824-1046

February 20, 1991

Ms. Flora L. Jenkins
2920 Woodruff, Apt. A-6
Lansing, MI 48912

RE: CHARACTERISTICS OF STUDENT OFFENDERS AT MICHIGAN STATE UNIVERSITY:
A COMPARISON OF SELECTED DEMOGRAPHIC VARIABLES USING A BASELINE
POPULATION, IRB#90-620

Dear Ms. Jenkins:

The above project is exempt from full UCRIHS review. The proposed research protocol has been reviewed by another committee member. The rights and welfare of human subjects appear to be protected and you have approval to conduct the research.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval one month prior to February 5, 1992.

Any changes in procedures involving human subjects must be reviewed by UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly if any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to my attention. If I can be of any future help, please do not hesitate to let me know.

Sincerely,

David E. Wright, Ph.D.
Chair, UCRIHS

DEW/deo

cc: Dr. Eldon Nonnamaker

APPENDIX D
LETTER TO MS. MARIE HANSEN

FLORA L. JENKINS

2920 WOODRUFF A-6 LANSING, MI 48912
(517) 485-6740 (HOME) (517) 335-0406 (WORK)

February 13, 1991

Ms. Marie Hansen
Director of Student Life (Acting)
153 Student Services Building
Michigan State University
East Lansing, MI 48224

Dear Ms. Hansen:

Thank you for meeting with me to discuss my dissertation research project. I am very pleased to be able to collect my data regarding student offenders at Michigan State University.

I have received verbal approval of my application to the Human Subjects Committee effective immediately. I will be reporting to your office on Monday, February 18, 1991 at 8:30am as arranged to begin the collection process. Should it be necessary, I will return on February 19th to complete the data collection.

I sincerely appreciate all the assistance and direction that you have provided. I am certain that the information gained from my research will benefit the MSU community. Again, thank you for your time and assistance.

Sincerely,

Flora L. Jenkins

APPENDIX E
PILOT STUDY EVALUATION FORM

STUDENT JUDICIAL RECORD SURVEY SHEET

PILOT TEST

INSTRUCTIONS: After having reviewed the Student Judicial Record Survey Sheet which will be completed on a sample of student offenders, do you feel that the following demographic variables will be adequately assessed by this survey?

	YES	NO
1. Class Standing	_____	_____
2. Academic College	_____	_____
3. Grade Point Average	_____	_____
4. Sex	_____	_____
5. Ethnic Origin	_____	_____
6. Place of Residence	_____	_____
7. Type of Offense	_____	_____
8. Repeat Offender Status	_____	_____

Were there any responses on the survey which were unclear or misleading?

_____ YES _____ NO

If so which ones?

Additional comments about the survey?

THANK YOU FOR YOUR PARTICIPATION!

PLEASE RETURN TO:

FLORA L. JENKINS
2920 WOODRUFF APARTMENT A-6
LANSING, MI 48912

MICHIGAN STATE UNIV. LIBRARIES



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