Mary-Ann Winkelmes <mary-ann.winkelmes@unlv.edu>

IRBNet Board Action

2 messages

Cindy Lee-Tataseo <no-reply@irbnet.org> Tue, Jul 12, 2016 at 12:53 PM
Reply-To: Cindy Lee-Tataseo <cindy.lee-tataseo@unlv.edu>
To: Mary-Ann Winkelmes <mary-ann.winkelmes@unlv.edu>

Please note that UNLV Social/Behavioral IRB has taken the following action on IRBNet:

Project Title: [711238-5] Transparency in Learning and Teaching Initiative
Principal Investigator: Mary-Ann Winkelmes

Submission Type: Amendment/Modification
Date Submitted: May 17, 2016

Action: ACKNOWLEDGED
Effective Date: July 12, 2016
Review Type: Administrative Review

Should you have any questions you may contact Cindy Lee-Tataseo at cindy.lee-tataseo@unlv.edu.

Thank you,
The IRBNet Support Team

www.irbnet.org

Cindy Lee-Tataseo <no-reply@irbnet.org> Tue, Jul 12, 2016 at 1:15 PM
Reply-To: Cindy Lee-Tataseo <cindy.lee-tataseo@unlv.edu>
To: Mary-Ann Winkelmes <mary-ann.winkelmes@unlv.edu>

Please note that UNLV Social/Behavioral IRB has taken the following action on IRBNet:

Project Title: [920806-1] Transparency in Learning and Teaching (TILT) for High School Students
Principal Investigator: Mary-Ann Winkelmes, Ph.D.

Submission Type: New Project
Date Submitted: June 9, 2016

Action: APPROVED
Effective Date: June 27, 2016
Review Type: Expedited Review
[Quoted text hidden]

Modification Request Form

Instructions:

1. Complete all sections of this form.
2. Submit all previously submitted documents that contain information affected by the modification(s).

Note:

1. Handwritten and hand delivered forms **will not** be accepted.
2. INCOMPLETE FORMS WILL BE RETURNED.
3. Modification may not be implemented until you have received notification of IRB approval.
4. For your records, it is important that you keep a copy of this completed form.

General Information

Submittal Date: 6/17/2016 Principal Investigator Name: Mary-Ann Winkelmes

Protocol Title: Transparency in Learning and Teaching in Higher Education (TILT Higher Ed)

Protocol Number: 711238-5 Last Approval Date: 3/14/2016

Prior Approval: ☐ Expedited Review ☐ Full Board Review ☒ Exempt

Description of Modification

Type of Modification (check all that apply):

- ☒ Currently approved procedure
- ☐ Number of subjects
- ☒ Research Team**
- ☐ Title
- ☐ Informed Consent
- ☐ Survey/Questionnaire
- ☐ Other (e.g., advertisement, flyer, etc.)

Modification Summary

Briefly describe the modification.

We are requesting permission to make four changes: 1) add new research team members; 2) add three survey questions to the online TILT Survey; 3) gather ID numbers of all students (not just UNLV students) who take the online TILT Survey; 4) conduct a student focus group in August, 2016. The protocol and IRB approvals (by University of Virginia's IRB) for the student focus group are attached. The purpose of the focus group is to develop a publishable tool that measures the amount of transparency in academic work assignments.

**Note: Addition of research team must include name(s) and role(s). Change in PI must be submitted and signed by the original PI on the protocol. Include the reason for the change in the modification summary.

Reanalysis of Risk (check one)

- ☒ This modification ***does not*** increase risk to participants enrolled in this study.
- ☐ This modification ***does*** increase risk to participants enrolled in this study.

Signatures of Assurance

A. Investigator's Assurance:

I certify that the information provided in this application is complete and accurate. As Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance of the project, the protection of the rights and welfare of human subjects and strict adherence to any stipulations designated by the IRB. I agree to comply with all UNLV policies and procedures, as well as with all applicable Federal, State and local laws regarding the protection of human subjects in research including, but not limited to the following:

- Performing the project by qualified personnel according to the approved protocol.
- Not changing the approved protocol or consent form without prior IRB approval (except in an emergency, if necessary, to safeguard the well-being of human subjects).
- Obtaining proper informed consent from human subjects or their legally responsible representative, using only the currently approved, stamped consent form.
- Promptly reporting adverse events to the ORI – Human Subjects in writing according to IRB guidelines.
- Arranging for a co-investigator to assume direct responsibility, if the PI will be unavailable to direct this research personally, as when on sabbatical leave or vacation.

***__FACULTY ADVISOR__ (IF APPLICABLE)__:__ By my signature as Principal Investigator on this research application, I certify that the student/fellow investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accordance with the approved protocol. In addition:

- I agree to act as the liaison between the IRB and the student/fellow investigator with all written and verbal communications.
- I agree to meet with the student/fellow investigator on a regular basis to monitor the progress of the study.
- I agree to be available and to personally supervise the student/fellow investigator in solving problems, as they arise.
- I assure that the student/fellow investigator will promptly report adverse events to the ORI – Human Subjects according to IRB guidelines.
- I will arrange for an alternate faculty advisor to assume responsibility if I become unavailable, as when on sabbatical leave or vacation.
- I assure that the student/fellow investigator will follow through with the storage and destruction of data as outlined in the protocol.

By submitting this form electronically, I agree to the assurance as stated above.

Additional Research Team Members Form

Instructions:

1. Complete all sections of this form.
2. INCOMPLETE FORMS WILL BE RETURNED.

1. General Information

Research Protocol Title: Transparency in Learning and Teaching initiative

Principal Investigator: Winkelmes, Mary-Ann

2. Research Team Members: *List all research team members (including PI) who will have contact with subjects, have contact with subjects' data or biological samples, or use subjects' personal information.*

NAME and DEPARTMENT	ROLE IN PROTOCOL	SPECIFIC EXPERIENCE WITH ROLE IN PROTOCOL	ROLE IN CONSENT PROCESS
EXAMPLE: Dr. Chris Researcher, Research Department	**EXAMPLE:** Developed protocol, collecting data, analyzing data, writing report	**EXAMPLE:** Has had previous research studies with human subjects	**EXAMPLE:** Recruiting subjects, writing the consent form, consenting subjects, answering questions
Dr. Daniel Richard, University of North Florida (CITI ID # 1770998)	consultant, analysis of de-identified data	previous research studies with human subjects	none
Dr. Carol Hurney, James Madison University (CITI ID # 2650511)	consultant, analysis of de-identified data	previous research studies with human subjects	none
Dr. Laura Cruz, Tennessee Technnological University (CITI ID # 1076456)	consultant, analysis of de-identified data	previous research studies with human subjects	none
Dr. Anna Flaming, University of Iowa (CITI ID # 1215512)	consultant, analysis of de-identified data	previous research studies with human subjects	none
Eli Collins-Brown, Western Michigan University (CITI ID# 15639339)	consultant, analysis of de-identified data	previous research studies with human subjects	none
Dr. Michael Palmer, University of Virginia CITI ID# 633975)	consultant, analysis of de-identified data	previous research studies with human subjects	advises on student focus groups
Dr. Jennifer LaFleur, University of Virginia (CITI ID# 5495660)	consultant, focus group facilitator, analysis of de-identified data	previous research studies with human subjects	conducts student focus groups
Emily Gravett, Trinity University (CITI ID# 4046052)	consultant, analysis of de-identified data	previous research studies with human subjects	none
Keisha Paxton, California State Universy,	consultant, analysis of de-identified data	previous research studies with human subjects	none

Dominguez Hills			
Carolyn Weisz, University of Puget Sound	consultant, analysis of de-identified data	previous psychometric analysis studies of survey tools	none

Transparency in Learning and Teaching in Higher Education Project
End-of-Term Survey Questions

Transparency Survey Questions

view the Survey online at https://unlv.co1.qualtrics.com/SE/?SID=SV_9G0YyMonDPOfrX7

1. How well do you understand the content of this course?
2. How accurately does your submitted work for the course (including exams/quizzes) reflect your understanding of the course content?
3. Did the coursework and course activities benefit your learning?
4. How much has this course helped you in writing effectively?
5. How much has this course helped you in communicating your ideas effectively in your spoken statements?
6. How much has this course helped you in collaborating effectively with others?

question 7 is intentionally skipped

8. How much has this course helped you in improving your ability to separate and examine the pieces of an idea, experience, or theory?
9. How much has this course helped you in learning how to connect information from a variety of sources?
10. How much has this course helped you in learning how to apply concepts to practical problems or in new situations?
11. How much has this course helped you in considering the ethical implications of your actions?
12. How much has this course helped you in improving your ability to learn effectively on your own?

Response options: Not at all, A little, A moderate amount, A lot, A great deal

The following 10 questions are asked at the beginning and end of term:

13. I can express my ideas effectively when I write.
14. I can communicate effectively when I speak.
15. I collaborate well with others on academic work.
16. I am good at breaking down theories, ideas and experiences into pieces so I can consider them.
17. When I am given information from multiple sources, I have an easy time making connections between them.
18. I am able to apply the things I have learned to new problems and situations.
19. I tend to consider the ethical implications of my actions.
20. I am capable of learning on my own.

Response options: Never, Sometimes, Often, Always

30. Please rate your confidence about your ability to succeed in school.
31. Please rate your confidence about your ability to succeed in this field.

Response options: Low, Moderate, High

21. As a result of taking this course are you more or less likely to consider opinions or points of view different from your own or has the course made no difference?

Response options: Much less likely, Somewhat less likely, No difference, Somewhat more likely, Much more likely

22. As a result of taking this course are you a better or worse judge of the strengths and weaknesses of ideas, or has the course made no difference?
23. As a result of taking this course are you a better or worse judge of how well a group discussion has met its goals, or has the course made no difference?

24. As a result of taking this course are you a better or worse judge of the reliability of information from various sources, or has the course made no difference?
    Response options: Much worse, Somewhat worse, No difference, Somewhat Better, Much Better

25. As a result of taking this course are you more or less confident about your ability to succeed in school, or has the course made no difference?
26. As a result of taking this course are you more or less confident about your ability to succeed in this field, or has the course made no difference?
    Response options: Much less confident, Somewhat less confident, No difference, Somewhat more confident, Much more confident

27. As a result of taking this course are you better or worse at recognizing when you need help with your academic work, or has the course made no difference?
    Much worse, Somewhat worse, No difference, Somewhat Better, Much Better

28. As a result of taking this course are you more or less likely to discuss ideas from your courses, outside of class with others such as students, family members, or co-workers, or has the course made no difference?
29. As a result of taking this course are you more or less likely to ask future instructors about how coursework and course activities benefit your learning, or has the course made no difference?
    Response options: Much less likely, Somewhat less likely, No difference, Somewhat more likely, Much more likely

32. Are you likely to apply knowledge and skills you gained from this course in contexts outside of this course?
    Not likely, Slightly likely, Moderately likely, Very likely, Extremely likely
33. How well do you understand what constitutes successful work in this course?
    Not well at all, Slightly well, Moderately well, Very well, Extremely well
34. How much did class meetings incorporate the students' suggestions and interests?
    Not at all, A little, A moderate amount, A lot, A great deal
35. How much did the instructor value you as a student?
    Not at all, A little, A moderate amount, A lot, A great deal
36. In this course, I knew the purpose of each assignment.

37. Each assignment included a section that explained how the assignment was related to the objectives of the course.
38. My instructor identified a specific learning goal for each assignment.
39. In this course, I knew the steps required to complete my assignments.
40. Each assignment included a detailed set of instructions for completing it.
41. My instructor provided detailed directions for each learning activity that was assigned.
42. In this course, I knew how my work would be evaluated.
43. My instructor provided students with annotated examples of past students' work.
44. My instructor provided tools I could use to assess the quality of my and others' work.
    Response options: Never, Sometimes, Often, Always

proposed new questions

45. How much has this course helped you in designing experiments or processes to address a problem?
46. How much has this course helped you in analyzing and interpreting data and/or problems?
47. How much has this course helped you in choosing methods appropriate to solving a problem?
    Response options: Not at all, A little, A moderate amount, A lot, A great deal

Next page: demographic questions

- What is your gender?
  Response options: Male, Female, I prefer not to respond, Additional: Please describe how you identify your gender.

- Before taking this course, did you complete any other course(s) in this department or field?
- Before taking this course, did you take any course(s) that gave "transparent" or explicit attention to how coursework and course activities benefit your learning?
  Response options: Yes, No, I don't know

- What is your primary reason for taking this course?
  Response options: To fulfill a requirement or prerequisite, Interest in the subject, Another reason

Ethnicity questions from US Census:

- Are you a person of Hispanic, Latino, or Spanish origin?
  - No, not of Hispanic, Latino, or Spanish origin
  - Yes, Mexican, Mexican American, Chicano/a
  - Yes, Puerto Rican
  - Yes, Cuban
  - Yes, another Hispanic, Latino, or Spanish origin -- *for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* Please indicate*:*

- With which of the following racial/ethnic groups (from the US Census categories below) do you identify? Please select all that apply.
  - White
  - Black, or African American
  - American Indian or Alaska Native. Please enter the name of your enrolled or principal tribe:
  - Asian Indian
  - Chinese
  - Filipino
  - Other Asian -- *for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on*. Please indicate:
  - Japanese
  - Korean
  - Vietnamese
  - Native Hawaiian
  - Guamanian or Chamorro
  - Samoan
  - Other Pacific Islander -- f*or example, Fijian, Tongan, and so on*. Please indicate:
  - Some other race. *Please indicate*:

- Are you a citizen of the country in which this course is taught?
  Response options: Yes, No, I prefer not to respond

- Which of the following types of schools have you attended other than the one you are attending now?
  - Vocational, technical or trade school
  - Community college, junior college or two-year college
  - University or college other than this one
  - None
  - Other
- Please select a category below that most closely matches your proposed major field of study.
  - Humanities
  - Social and Behavioral Sciences
  - Physical Sciences, Mathematics and Engineering
  - Life Sciences

- Are you a first-generation student (first in your family to attend):
  - College
  - Graduate school
  - I'm not a first generation student

- Are you a first-generation immigrant in the country where you are living?
  - Yes
  - No
  - I prefer not to answer.
- Are you a part-time student?
  - Yes
  - No
  - Other
- Please identify the number of people in your household/family.

- Please choose the range that best represents your household/family's income.
  - 0- $17,500
  - $17,501- $23,600
  - $23,601- $29,700
  - $29,701- $35,800
  - $35,801- $41,800
  - $41,801- $47,900
  - $47,901- $54,000
  - $54,001- $60,100
  - $60,101- $66,200
  - $66,201-$75,000
  - Above $75,000

- Comments

I have seen the Information and Consent information that follows and I indicate my voluntary participation by clicking the box below, "Yes, I wish to continue."

Information and Consent for Student Participants

Purpose and Investigator:
The Transparency in Learning and Teaching in Higher Education project is a study that researches how higher education students understand their own learning processes, and how instructors can enhance that understanding. Your responses will help instructors and institutions improve students' learning experiences. Please contact the study's principal investigator, Dr. Mary-Ann Winkelmes, Coordinator of Instructional Development and Research in the Office of Faculty, Policy and Research, Office of the Provost, University of Nevada, Las Vegas (Phone: 702-895-3496. Fax: 702-895-3455) **Mary-Ann.Winkelmes@unlv.edu** with any questions or concerns about the research. If you have any questions about your rights as a participant in this study, please contact the Office of Research Integrity, University of Nevada, Las Vegas – Human Subjects at 702-895-2794 or by email at IRB@unlv.edu

Procedures, Dissemination and Confidentiality:
You are selected and invited to participate in this study because your course instructor(s) agreed to participate in the study. You will be asked to take about 7 to 8 minutes to complete an online survey. Anonymous averages of the responses, only in aggregate form, will be shared with course instructors only after grades have been submitted to the registrar. Your student ID will be disguised with a random identifier immediately upon your completion of the survey. Dr. Winkelmes will delete your ID number from the data after linking your responses with your course grade, GPA and graduation progress, rendering all your responses anonymous. The survey data will be stored on a secured server at the University of Nevada, Las Vegas, accessible only by Dr. Winkelmes and members of the TILT Higher Ed research team. Data from the survey will be preserved for the duration of this ten-year study (2009-2019). Dr. Winkelmes and collaborators will code and analyze data, interpret the findings, and disseminate the study's context, purpose, methods, findings, limitations, and conclusions through presentations and publications in higher education conferences, journals, and/or books. No individual names of Transparency project participants will be identified in any reports, presentations, or publications.

Benefits/Risks and Voluntary Participation:
Your participation in this research is voluntary. Your decision to participate, decline, or withdraw from participation will have no impact on your grade in this course or on your present or future relations with your instructors or school or the University of Nevada, Las Vegas in any way. There are no known risks from participation in this study beyond those that exist in normal daily life. There may not be immediate direct benefits to you as a participant. You may benefit from this project by becoming more aware of your own learning practices and how these impact your performance in school. You will be providing valuable information about your learning that will help schools and faculty to improve students' learning experiences. You may skip questions or terminate your participation at any time.

I HAVE READ THE INFORMATION ABOVE AND CONFIRM THE FOLLOWING STATEMENTS:
My participation is entirely voluntary. I may refuse to participate or may discontinue participation at any time during the project without penalty, simply by closing my browser. I may skip any questions that I don't wish to answer. My anonymity will be preserved and my identity will never be recorded or connected with my responses. I am 18 years of age or older. The investigator will disseminate aggregate data from this survey in reports of this research at professional meetings and in professional publications, and the names of participants will not be permanently recorded or revealed. I indicate my voluntary participation by selecting "Yes, I choose to continue" below.

Deleted: Teaching and

Deleted: No key or other identifier will be used link your answers with your identity, and your identity is never recorded, unless you are a UNLV student. For UNLV students only,

Deleted: through a password protected account on a password-protected computer, and also in a locked cabinet in

Deleted: 's office.

-

- Yes, I choose to continue (Please click the >> arrows at the bottom right corner.)
- No, I choose not to continue (Please close out of this window.)

Focus Group Consent Agreement

Please read this consent agreement carefully before you decide to participate in this study.

Purpose of this study: The purpose of this study is to gather candid student responses to a small sample of written assignment descriptions. This student feedback will be used to assist us in developing and testing a rubric with which instructors can assess the usefulness and accessibility of their assignment descriptions to a variety of college students. We will collect this student data through focus groups of 6-8 college students, which will be moderated, observed, recorded, and analyzed by our team of researchers.

What you will do in the study: If you decide to participate in this study, you will be asked by a researcher to share your reactions to three different written assignment descriptions in a group of 6-8 students. There are both open-ended and specific prompts for you to consider.

Time required: The expected duration of this focus group is 75-90 minutes.

Risks: You will be audiorecorded and there will be researchers present taking notes during the discussion. Only your first name will be given on the recording and both the recording and the notes will be handled in a confidential manner. By nature of the methodology, focus groups have an inherent lack of confidentiality, primarily because it is difficult to control the content and distribution of information. You should be mindful of this when participating and know that you may choose to not participate at any point.

Benefits: There is no benefit for participants.

Confidentiality: The information that you give in the study will be handled confidentially. The audiorecording will be stored on an external drive and secured in a locked cabinet. Written notes will also be stored in a locked cabinet. Only the researchers associated with this study will have direct access to the recording and notes. Any public use of data acquired through this study will be in an aggregated form, without any identifying information. When the study is over, the researchers will destroy the data.

Voluntary participation: Your participation in this study is completely voluntary. There is no penalty for not participating.

Right to withdraw from the study: You have the right to withdraw from this study at any time without penalty.

IRB-SBS Office Use Only		
Protocol #	**2016-0147**	
Approved	from: **4/27/16**	to: **4/26/17**
SBS Staff		

How to withdraw from the study: If you want to withdraw from the study during the focus group, tell the facilitator and they will stop recording. Your responses will be left out of our analysis. There is no penalty for withdrawing. If you would like to withdraw after the focus group is complete, please contact Michael Palmer (mp6h@virginia.edu) via email.

Payment: You will receive no payment for participating in the study.

If you have questions about the study, contact:

Michael Palmer
Managing Director, Center for Teaching Excellence
Assistant Professor and Lecturer in Chemistry
University of Virginia, P.O. Box 400136
Charlottesville, VA 22903
Phone: (434) 982-2815
Email: mp6h@virginia.edu

If you have questions about your rights in the study, contact:

Tonya R. Moon, Ph.D.
Chair, Institutional Review Board for the Social and Behavioral Sciences
One Morton Drive, Suite 500
University of Virginia, P.O. Box 800392
Charlottesville, VA 22908-0392
Telephone: (434) 924-5999
Email: irbsbshelp@virginia.edu
Website: www.virginia.edu/vpr/irb/sbs

Agreement:

☐ I agree to be audiorecorded for research purposes.
☐ I do not agree to be audiorecorded for research purposes.

Name: _____(print)

Signature: _____ Date: _____

You will receive a copy of this form for your records.

IRB-SBS Office Use Only		
Protocol #	**2016-0147**	
Approved	from: **4/27/16**	to: **4/26/17**
SBS Staff		

"Less Transparent" Assignment Description: Paper for Russian Civilization
"More Transparent" Assignment Description: In-class Activity for Intro to Sociology
Unrated Graphic Assignment Description: Infomercial for Science of Learning

Welcome

Hello, welcome, and thank you for being here! My name is Jennifer LaFleur and I am a Graduate Student Associate at UVA's Center for Teaching Excellence. I will be moderating our discussion today. This is Michael Palmer, who is Managing Director at the CTE, and Karen Connors, a postdoctoral research associate working with us. They will be taking notes during our discussion, which should take 75-90 minutes.

What we are interested in today is how you respond to written assignment descriptions. Your responses will help us develop a rubric that can help instructors evaluate the accessibility and usefulness of their assignments to a variety of college students. I'll be showing you three different assignments from three different classes. I'll ask for your first impressions and then I'll have some more specific questions for you. I want to encourage you all to speak freely: Differences of opinion are expected and welcome. There are no right or wrong answers and we want to hear what each of you has to say. We will treat everything you offer confidentially and we ask that each of you do the same. This conversation will be recorded to ensure the accuracy of our data, but any future reference to what you say today will be made without identifying information. Only the researchers will have access to the recording and notes.

Please read over this consent form and sign it, if you agree to its terms. Let us know if you have any questions. Then we can begin recording.

Warm-up

Okay, here is an assignment for a paper in a Russian Civilization class, which we'll call Assignment #1. When I tell you to start, read it through as if you were going to have to do the assignment yourself and, as you go, write down your immediate reactions--any thoughts, feelings, or questions that occur to you. You will have two minutes. Ready? Begin.

Here is Assignment #2, an in-class activity for an Introduction to Sociology course. The process is the same: You'll have two minutes to read the assignment as if you were going to do the work and write down any reactions you have. Ready? Begin.

Now let's go around the table and have everyone say what they wrote about Assignment #1, one item at a time. We'll go around as many times as we need to get everything up here. It's okay if you repeat something someone else says; that repetition is useful to know about. Just call out your responses. [Repeat until done.]

Follow-up:

For any of you who said they thought ____, can you say more about that?
What in the assignment in particular brought that up for you?

[Repeat for Assignment #2.]

Thank you for sharing all of this. Before we move on, can you please take a minute to rank the three most prominent reactions to each assignment for you personally?

"Less Transparent" Assignment Description

Now, let's look only at Assignment #1:

1. Why do you think the instructor is assigning this activity?
2. On a scale of 1-10, how confident are you that you know how to complete this assignment?
3. What skills do you need to do it?
4. What is the first thing you would do to start?
5. What are the steps you would take to complete the work?
6. On a scale of 1-10, how confident are you that you could do well on this assignment? What makes you say that?
7. What constitutes excellent work for this assignment?
8. What skills will you gain or improve by completing this assignment that may be useful to you five years from now?

"More Transparent" Assignment Description

Turning now to Assignment #2:

1. Why do you think the instructor is assigning this activity?
2. On a scale of 1-10, how confident are you that you know how to complete this assignment?
3. What skills do you need to do it?
4. What the first thing you would do to start?
5. What are the steps you would take to complete the work?
6. On a scale of 1-10, how confident are you that you could do well on this assignment? What makes you say that?
7. What constitutes good work for this assignment?
8. What skills will you gain or improve by completing this assignment that may be useful to you five years from now?

Unrated Graphic Assignment Description

Assignment #3 is a multi-media project for a Science of Learning course. Take a moment to read through it.

1. Why do you think the instructor is assigning this activity?
2. On a scale of 1-10, how confident are you that you know how to complete this assignment?
3. What skills do you need to do it?
4. What the first thing you would do to start?
5. What are the steps you would take to complete the work?
6. On a scale of 1-10, how confident are you that you could do well on this assignment? What makes you say that?
7. What constitutes good work for this assignment?

8. What skills will you gain or improve by completing this assignment that may be useful to you five years from now?

Wrap-up

Are there any concerns or questions you have when it comes to interpreting and completing assignments that we haven't covered in our discussion so far?

If you had one piece of advice for instructors trying to make their assignments as useful and accessible as possible to a variety of college students, what would it be?

Thank you all so much for your time!

Participant # _____

Please complete questions 1 through 12 about your demographic information.

1. Age	**2. Gender**	**3. Ethnicity (check all that apply)**
O 18	O Male	O African American/Black
O 19	O Female	O Arab
O 20	O Other _____	O Asian/Pacific Islander
O 21	O Would rather not say	O Caucasian/White
O 22		O Hispanic or Latino/a
O 23		O Native American

O 24+ O Would rather not say		O Other _____ O Would rather not say
4. Are you an international student? O Yes O No	**5. Are you a transfer student?** O Yes O No	**6. What is your major?**
7. How many credits of coursework are you currently taking? O 1-11 O 12-18 O 19 or more	**8. Current GPA** O below 2.00 O 2.00 to 2.49 O 2.50 to 2.99 O 3.00 to 3.49 O 3.50 to 3.74 O 3.75 to 4.00 O Don't know	**9. How many <u>semesters</u> have you been enrolled in college?** O 1-2 (1st year student) O 3-4 (2nd year student) O 5-6 (3rd year student) O 7-8 (4th year student) O more than 8
10. Do you have paid employment on or off-campus? O Yes O No 10b. If yes, how many hours per week do you work on average? _____	**11. Do you receive any scholarships or grants?** O Yes O No	**12. Are you a first-generation college student?** O Yes O No

Institutional Review Board for Social & Behavioral Sciences
University of Virginia

Protocol Form

Using this document:

- The purposed of this document is to provide you with a guide for providing the information that the IRB-SBS needs in order to review your protocol. Each question provides instructions as well as suggestions for completing the question. After every **Instruction** section, there is a **Response** area; please provide your answer in **Response** area.
- In addition, any blue underlined text is linked to related areas in our Researcher's Guide on our website. If you have questions about how to respond to a question, start with the Researcher's Guide and then contact our office for additional help.

Submitting a protocol:

- This document has three parts: **Section A "Investigator's Agreement**," **Section B "Protocol Information,"** and **Section C "Description of the Research Study."** To submit a protocol, complete this document and email it and any accompanying materials (i.e. consent forms, recruitment materials, instruments) to irbsbs@virginia.edu. For more information on what to submit and how, please see Submitting a Protocol.
- **Please note that we can only accept forms in Microsoft Word format and in this form only. Do not submit your responses in a separate document.** We do not accept hand-written documents (with the exception of the signature on the Investigator's Agreement). Please submit the electronic form in its entirety; do not remove the signature pages from the document even though you will submit these pages as a pdf/hard copy. Do not alter this form; simply provide your responses in the **Response** area. **Forms that are not completed correctly will be returned to you and you will be required to complete them correctly before they are accepted. No exceptions!** If you need help using our form, please contact our office. For tips and suggestions for completing the protocol, please see Protocol and Informed Consent Tips.
- **Section A "Investigator's Agreement"** must also be submitted with signatures. Signed materials can be submitted by mail, fax (434-924-1992), or email (scanned document to irbsbs@virginia.edu). Signed materials can also be submitted in person to our office.
- In order to not delay your review, make sure that you (and any researcher listed on the protocol) have completed the CITI training in human subjects research.
- You will be contacted in 3-7 business days regarding your submission (depending on the protocol queue). Please see Protocol Review Process for more information.

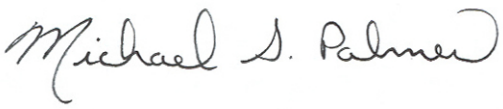
Institutional Review Board for Social & Behavioral Sciences
University of Virginia

A. Investigator Agreement

BY SIGNING THIS DOCUMENT, THE INVESTIGATOR AGREES:

1. That **no participants will be recruited** or data accessed under the protocol **until** the Investigator has received the **final approval or exemption letter** signed by the Chair of the Institutional Review Board for the Social and Behavioral Sciences (IRB-SBS) or designee.
2. That **no participants will be recruited** or entered under the protocol **until** all researchers for the project including the Faculty Advisor have completed their **human investigation educational requirement** (CITI training is required every 3 years for UVA researchers).
3. That any **modifications of the protocol or consent form** will not be implemented without prior **written approval** from the IRB-SBS Chair or designee except when necessary to eliminate immediate hazards to the participants.
4. That any **deviation from the protocol and/or consent form** that are serious, unexpected and related to the study or a **death** occurring during the study **will be reported promptly to the SBS Review Board** in writing.
5. That all protocol forms for **continuations of this protocol** will be **completed** and returned **within the time limit stated** on the renewal notification letter.
6. That **all participants will be recruited and consented as stated in the protocol approved or exempted** by the IRB-SBS board. If written consent is required, all participants will be consented by signing a copy of the consent form that has a non-expired IRB approval stamp.
7. That the IRB-SBS office will be notified within **30 days** of a **change in the Principal Investigator** for the study.
8. That the IRB-SBS office will be notified when **the active study is complete**.

Michael Palmer	**3-31-16**
Principal Investigator (print)	**Date**
Measuring and Assessing Transparency in Assignment Descriptions	
Protocol Title	**Protocol Number (SBS office only)**



Principal Investigator's Signature

FOR STUDENT AND STAFF PROPOSALS ONLY
BY SIGNING THIS DOCUMENT, THE FACULTY ADVISOR HAS READ THE PROPOSAL FOR RESEARCH AND AGREES:

1. To **assume overall responsibility** for the conduct of this research and investigator.
2. To **work with the investigator**, and with the SBS Review Board, as needed, in **maintaining compliance with this agreement**.
3. That the **Principal Investigator is qualified to perform this study**.

Faculty Advisor (print)	**Date**

Faculty Advisor's Signature

The SBS Review Board reserves the right to terminate this study at any time if, in its opinion, (1) the risks of further experimentation are prohibitive, or (2) the above agreement is breached.

Institutional Review Board for Social & Behavioral Sciences
University of Virginia

Protocol Form

B. Protocol Information

IRB-SBS Protocol Number (assigned by SBS office, leave blank):	
IRB-SBS Grant Approval number: (If you received a Grant Approval prior to submitting a protocol, please include the number issued by our office. If you did not submit a Grant Approval Form, please leave this line blank.)	
Submission Type (delete all those that don't apply):	**New Protocol**
Protocol Title:	**Measuring and Assessing Transparency in Assignment Descriptions**
Principal Investigator:	Michael S. Palmer
Professional Title:	Managing Director, Center for Teaching Excellence; Associate Professor and Lecturer in Chemistry
School (Curry, Medical, Arts & Sciences, etc):	Center for Teaching Excellence - Provost
Department (CISE, Family Medicine, Psychology, etc):	
Campus Box number:	Box 400136
Mailing Address (only if campus box number is not available):	
Telephone:	434-982-2784
UVA e mail address (no aliases, please): *Your computing ID is used for tracking your IRB CITI training.*	mp6h
Preferred e-mail address for correspondence (if applicable):	
You are (delete all those that don't apply):	**Faculty**
This research is for (delete all those that don't apply):	**Faculty Research**

Primary contact for the protocol (if other than the principal investigator):

Contact's Email:

Contact's Phone:

Faculty Advisor:

School (Curry, Medical, Arts & Sciences, etc):

Department (CISE, Family Medicine, Psychology, etc):

Campus Box number:

Telephone:

UVA e mail address (no aliases, please): *Your computing ID is used for tracking on-line human subjects training.*

Other Researchers*:

Please list all other researchers in this study that are associated with UVA.* Please provide the following information for each researcher: Name, UVA email address (no aliases, please.)

Jennifer LaFleur, jll4x
Karen Connors, kc4ve

Please list all other researchers not associated with UVA.* Please provide the following information for each researcher: Name, Institution, Phone Number, Mailing Address, Email Address.

Emily Gravett
Trinity University
Elizabeth Huth Coates Library 330E
San Antonio, TX 78212
210-999-8496
egravett@trinity.edu

Mary-Ann Winkelmes
University of Nevada, Las Vegas
4505 S. Maryland Parkway, Mail Code 1014
Las Vegas, NV 89154-1014
702-895-4832
mary-ann.winkelmes@unlv.edu

Funding Source: If research is funded, please provide the following:

Name of the funding source (NIH, NFS, Robert Wood Johnson Foundation, etc)	
Type of funding source (delete all that **don't** apply):	
Describe the funding source (optional unless you selected "sub contract" above)	
funding period (month/year):	
grant number:	

Paying Participants: If you are paying participants using State or UVa funds (including grants), you are required to complete the **UVa or State Funds Study Payment Procedures Form.** (Please describe your payment process in question 3-b in the next section.) **Please mark an "x" in the appropriate box (to the right):**

I am paying participants using State or UVa funds (including grants) and will include the UVa or State Funds Study Payment Procedures Form.		I am not paying participants or I am not using State or UVa funds (including grants).	x

Anticipated start date for collecting and analyzing data:	**Upon IRB approval**
Anticipated completion date for collecting and analyzing data:	**April 15, 2019**

*** Please only list researchers that are working directly with human subjects and/or their data. All researchers listed on the protocol must complete the IRB-SBS Training or provide proof of completing IRB training at their institution. If you have any questions about whether a researcher should be listed on the protocol or if a researcher has completed training, please contact our office (irbsbshelp@virginia.edu). Proof of training can be submitted to our office via fax (434-924-1992), by mail (PO Box 800392 Charlottesville, VA 22908-0392) or by email (irbsbs@virginia.edu).**

C. Description of the Research Study

1. **Study Overview:** Give a brief overview of your project. Consider the following when framing your response:
    - What is your purpose in conducting this research? What makes the project interesting and worth doing?
    - Include information about the study's logistics (where and when it will be conducted, what instruments you will use, etc). What will you be asking participants to do, and what do you hope to learn from these activities?
    - If your study has more than one phase, please clearly map out the different phases.
    - If your study is a multi-site study, please describe.

Response 1: (enter response below this header)

Two projects—one led by Palmer and the other by Winkelmes—recently received the POD Network's Robert J. Menges Award for Outstanding Research in Educational Development. Both focused on the importance of transparency in teaching and learning. Palmer's study showed that when instructors create learning-focused syllabi (with explicit, measurable learning objectives and robust, transparent assessment and activity descriptions), students have more positive perceptions of the course and the instructor [1]. Winkelmes's study demonstrated that students who perceived greater transparency about the purposes, tasks, and criteria for their course assignments before working on them reported gains in three areas that are predictors of students' success: academic confidence, sense of belonging, and mastery of the skills that employers value most when hiring [2, 3]. Other studies have already connected academic confidence and sense of belonging with students' greater persistence, retention, and higher grades [4, 5, 6].

Beyond these two studies, the educational development community has promoted transparency in numerous other ways. From course design institutes to faculty learning communities, centers often adhere to metacognitive models that advocate for transparency. At the assignment level, support has tended to focus on defining criteria and standards for particular skill sets, such as critical thinking, and there exists a wealth of resources for developing objective-specific rubrics.

Given the mounting evidence supporting transparency, we intend to adapt Palmer's award-winning model for assessing syllabi [7] to develop a rubric for assessing the transparency of assignment descriptions. In order to create this rubric, we will use the four key design stages recommended by Stevens and Levi [8]: reflecting, listing, grouping and labeling, and application. This will involve using student focus groups in the initial construction of the rubric [9]. These focus groups will involve 8-10 undergraduate students (18 years or older) from UVa and University of Nevada, Las Vegas (UNLV). The focus groups at UVa will be led face-to-face; those at UNLV will be led virtually through the ZOOM communication tool.

We will then test the validity and reliability of the rubric with sample assignments created by participants in the researchers' educational development interventions (e.g., Palmer's Course Design Institute and Winkelmes's Transparency Project).

Finally, we will use the final rubric to score pre/post assignment descriptions developed by instructors during UVa's Course Design Institute, UNLV's Transparency Project workshops, and those housed in the NILOA assignment Library (http://assignmentlibrary.org/search).

2. **Participants: Please describe as best you can the population(s) you plan to work with.** Please describe them in the terms that are most pertinent to your project. We need to understand how

working with them will further your research objectives and what steps need to be taken in order to minimize risk to them. **Please respond to questions a-e in this section.**

a. Please fill in the following blanks below. If you are working with more than one population, please provide information for each group.

Response 2-a: (enter response below this header)

Age: All participants in the focus groups will be undergraduate students who are 18 years or older. We will analyze assignments from faculty or graduate students who have participated in our educational development interventions and who are 18 years or older.
Gender: Male and Female
Race: All potential races
Estimated number of participants: Up to 8 focus groups with 8-10 participants (80 participants maximum). We will also analyze up to 100 assignments.

b. Describe how participants will be identified and selected to participate in the study. Are there specific populations that you will be targeting and if so, why? Are there potential participants that you will exclude from the study and if so, why?

Response 2-b: (enter response below this header)

Participants in the focus groups held at UVa will be recruited from students known to the Center for Teaching Excellence through the UVa's CoCreate Team. These students will be recruited because of their interest in improving teaching and learning at UVa. Participants at UNLV will be recruited from students known to the Transparency Project through UNLV's Academic Success Center. These students will be recruited because of their interest in improving teaching and learning at UNLV. We will analyze assignments from graduate student and faculty instructors who have participated in our educational development interventions since both of these populations are in a position to improve their teaching and learning practices through the participation.

c. Is the population and/or individual participant "risk-sensitive"? (You will have an opportunity to discuss the risks in more detail in the "Risks" section.) Is the population and/or individual participant "vulnerable"? (This issue relates to the participant's capacity consent; you will have an opportunity to discuss your consent procedures in more detail in the "Consents" section.)

Response 2-c: (enter response below this header)

To the best of our knowledge, no participants will be risk-sensitive or vulnerable.

d. Will you deceive and/or withhold information from the participants about the study? If so, please justify why deception and/or withholding information from the participants is necessary and describe the deception. Using deception requires specific consent forms and processes; please describe this process in the **Consent section** under **Response 3-a** and **3-b**.

Response 2-d: (enter response below this header)

We will not deceive and/or withhold information from the participants about the study.

e. What special experience or knowledge do you have that will allow you to work productively and respectfully with your participants? What special experience or knowledge does your faculty sponsor have in relation to your research participants?

Response 2-e: (enter response below this header)

The PI is a faculty member and managing director in UVa's Center for Teaching Excellence and has extensive educational research experience. Winkelmes is Coordinator of Instructional Development and Research at UNLV, a Senior Fellow at the Association of American Colleges & Universities, and PI for the nationally-recognized Transparency Project. Gravett is an assistant director at Trinity University's center for teaching and learning and Jennifer LaFleur is a graduate student associate in the CTE.

3. **Consent:** Consent is an on-going process that starts when you first inform your participant about the study through your recruitment/advertising efforts and ends when the participant's data are no longer needed. The federal regulations require a formal consent process takes place where you provide participants with specific information about the study (usually provided in the consent form, see General Consent Template) and the participants are required to sign the form. Not every study will fit this mold and there are some alternative methods for conducting the formal consent procedure. **In general, the Board needs to understand how participants will be recruited and consented to participate in the study.** Please note that if your study qualifies for exemption, you will not be required to follow the federal regulations for consent, but the Board may require that you provide information about the study to the participant. **Please respond to questions a-d in this section.**
    a. How will you approach/recruit participants to participate in your research? **Please provide all materials used to contact participants in this study. These materials could include letters, emails, flyers, advertisements, etc. If you will contact participants verbally, please provide a script that outlines what you will say to participants.**

Response 3-a: (enter response below this header)

We will recruit focus group participants through email solicitations. We will include a copy of the consent form and will also have a copy available for them to sign when the focus group meets in-person.

Email solicitation:

Dear [student],

UVa's Center for Teaching Excellence is studying the effect different types of assignment descriptions have on college students' perceptions of their instructors and their own learning. To help us better understand the key features of assignment descriptions that matter most to students and to help us develop a rubric that will help instructors assess the usefulness and accessibility of their assignment descriptions, we invite you to participate in a 75-90-minute focus group. The focus group involve 6-8 students and will be moderated, observed, recorded, and analyzed by our team of researchers. The consent form, which we will ask you to sign just before we start the focus group, is attached.

If you are willing to participate in our study, please respond to this email, indicating which of these dates/times you're available: DATES/TIMES. We will provide pizza for participants.

Sincerely,
Jennifer LaFleur & Michael Palmer
Center for Teaching Excellence

    b. What is your consent process? Who will present the consent information and how will it be presented? How will you document consent? Are your participants able to sign a form, and if not, how will you document consent? Will you use more than one form (if you use more than one version of

the consent form, each form needs to have a unique title in order for our staff to keep track of the different forms)? When and where will participants receive the consent form? Who will give them the consent form? Will you pay participants?

Response 3-b: (enter response below this header)

The Informed Consent Agreement will be explained in person to all focus group participants prior to their session. If at that point they are willing to participate, they will be asked to sign the Informed Consent Agreement. Copies of all consent forms will be given to the participants and stored by the PI in a locked file cabinet.

c. Are any of your participants unable to consent (i.e. vulnerable population)? These populations include (but are not limited to): minors (participants under the legal age of consent), prisoners, and participants with diminished mental capacity. These participants generally need a parent (or surrogate) consent form and a participant assent form (prisoners being the likely exception unless they are minors too).

Response 3-c: (enter response below this header)

We will not be targeting any vulnerable populations. We will confirm prior to the focus groups that all participants are 18 years or older.

d. What is your relationship to your participants? Do you know them personally or hold any position of authority over them? Do any of the researchers (including the faculty advisor) have positions of authority over the participants, such as grading authority, professional authority, etc.? Are there any relevant financial relationships?

Response 3-d: (enter response below this header)

The researchers have known no relationships with the participants. If a focus group participant happens to be in a course taught by a researcher, he/she will be excluded from the study.

4. **Materials/Data collected**: For most SBS studies, the risk to participants often lies in the information that is collected from them. Thus the manner in which the data are collected, how they are stored, and how the data are reported in your research is an important part of determining the risk to participants. When you develop your procedures, consider **minimizing or eliminating the collection of identifying information** where possible and **provide justification** as to why it needs to be collected. **Please respond to questions a-d in this section.**

   a. Are any of the data already collected? (If you are only using archival data, please use the Archival Data protocol form instead of this form.) Are the data publicly available or part of a private collection? Please describe the data set(s) and provide a list of data fields you will use (when applicable). What will you do to protect the confidentiality of the pre-existing data?

Response 4-a: (enter response below this header)

The only archival data that will be used in this study are the assignment descriptions developed by graduate student and faculty instructors who have participated in our educational development interventions. We will also use assignment descriptions stored in the NILOA assignment Library (http://assignmentlibrary.org/search). Only the pedagogically-related content of the assignment descriptions will be evaluated and not the individually-identifiable information (e.g., name, course title, etc.).

b. What will you do to protect the privacy of your participants? Describe the process for collecting data from your participants. What will you do to protect the confidentiality of your participants? Describe

the kinds of information you will gather and the material forms it will take. Describe the level to which the participant's identity will be known, if that information will be collected (and why), and how the identifying information will be linked with the participant's data. If you don't intend to collect identifying information, describe your process for keeping the data anonymous.

Response 4-b: (enter response below this header)

Written notes and an audio recording will be collected during each of the focus groups. All study participants will be referred to and data linked via a randomly generated ID number. The code key matching the individuals' identities to their ID number will be securely stored in a locked file in the principal investigator's office. Data will be reported in aggregate to ensure students and instructors cannot be identified.

Only members of the research team will have access to the data. After the study is complete, all data will be destroyed.

c. Will you use audio recordings, photographs, video recordings or other similar data recording devices? Please justify why it is necessary to use these devices, how you will use them, and what you will do with the data after they are collected.

Response 4-c: (enter response below this header)

We will audio record the focus groups so that we can collect a complete record of the conversations. These recordings will be transcribed and used during development of our rubric. Once developed, we will destroy the recordings. The recordings will be held by the two researchers – M Palmer and J LaFleur – on external hard drives or password protected computers.

d. How will your materials be stored? Discuss both how you plan to store it while you are collecting and actively analyzing it, and your long-term plan for maintaining it when the active research phase is finished. How will your data be reported in your study? Will you report the results in aggregate or will individual data be discussed?

Response 4-d: (enter response below this header)

All electronic material (focus group data, assignment descriptions) will be immediately blinded and stored on a password protected computer. A separate password protected file will be kept to link the participant to their identifier. Only the faculty researchers will have access to this file. All data will be reported in aggregate. Individual data will be identified using the assigned identifier and caution will be taken to ensure the data cannot identify the individual participant. Electronic storage of information complies with UVa IT policies under non-sensitive data requirements. In order to ensure confidentiality, the audio recordings will be secured on an external drive stored in a locked cabinet in the Center for Teaching Excellence or on password protected computers.

5. **Risks**: Almost any intervention into other people's lives carries with it the potential to cause them social, psychological, physical, or legal harm. However, not every interaction will put a participant at risk beyond what is considered minimal. **Please describe to the Board the potential risks and the probability of harm to the participants in your study.** In this section, consider the following when framing your response:
   - Describe the risks to the participants in your study. Does your study include "risk-sensitive" participants (as identified in the Participants section)? What is the probability that harm could occur?
   - Describe what you will do to minimize those risks. Describe what you will do if a harmful situation occurs.

- Would a loss of confidentiality of any of your materials put participants at risk? If so, how will you prevent this from happening?

Response 5: (enter response below this header)

By nature of the methodology, focus groups have an inherent lack of confidentiality, primarily because it is difficult to control the distribution of information. As such, we will inform the participants that focus group discussions are inherently less confidential than individual interviews, and participants should be mindful of that when participating. They may choose to not participate at any point.

6. **Benefits**: Benefits help to outweigh the risks to the participants, though not every study will have direct benefits to the participants. In this section, consider the following when framing your response:
    - Will there be any benefits to the participants in your study? If so, what are they?
    - What is the general importance of the knowledge you expect to gain?

Response 6: (enter response below this header)

There is no benefit for participants. Participating in the focus group may make students more reflective of their own learning. The rubric we develop to guide assignment design may help instructors develop more pedagogically sound assignments.

CSUDH Institutional Review Board

for the Protection of Human Subjects in Research

Date: May 9, 2016

To: Dr. Keisha Paxton, Mary-Ann Winkelmes
CC: File

From: Judith Aguirre, Research Compliance Coordinator
CSUDH Institutional Review Board (IRB)

Subject: #16-193 – "CSUDH Segment of Transparency in Learning and Teaching Project"
May 9, 2016 through May 8, 2017

The IRB at California State University, Dominguez Hills is pleased to inform you that it has reviewed your project and will honor the approval of the University of Nevada Las Vegas.

Your study is approved for one year beyond which time you must seek approval for a continuation of your study. Procedural changes or amendments must be reported to the IRB and no changes may be made without IRB approval except to eliminate apparent immediate hazards. Please notify the Office of Graduate Studies and Research (a) if there are any adverse events that result from your study, and (b) when your study is completed.

If you have any questions, you may contact the Office of Graduate Studies and Research at (310) 243-2136.

Thank you.

Subject recruitment and data collection may not be initiated prior to formal written approval from the IRB Human Subjects Committee

FORM A

Project No._____
For office use only

RESEARCH REVIEW SUBMISSION SHEET

CSUDH Institutional Review Board

For the Protection of Human Subjects

Fill shaded areas only. Field will expand as you type.

Project Title: CSUDH Segment of Transparency in Learning and Teaching Project (© 2014 Mary-Ann Winkelmes)

Principal Investigator: Keisha Paxton Academic Title: Professor

Department: PSY Work Phone: x3411 Email: kpaxton@csudh.edu

Mailing Address: 1000 E. Victoria St. ☒Campus ☐Home

Co-Investigator(s):

1. *Mary-Ann Winkelmes ☐Student ☐Faculty ☒Staff -Email:mary-ann.winkelmes@unlv.edu

2. _____☐Student ☐Faculty ☐Staff -Email:_____

3. _____☐Student ☐Faculty ☐Staff -Email:_____

4. _____☐Student ☐Faculty ☐Staff -Email:_____

***(Primary contact for Co-Investigators) - Daytime Phone for primary contact:_____**

Mailing Address for Primary Contact (optional): _____

City:_____ State: _____ Zip:_____

Projected Start Date for Subject Recruitment: May 6, 2016 Expected Duration of Study: 2 years

Funding Status: ☒ Not Funded ☐Funded – Funding Source_____

Do any of the investigators have a financial or commercial interest in this study, including compensation or other financial support from the study sponsor? ☒No ☐Yes (*If yes, this information must be disclosed to the IRB*)

Subject Recruitment Eligibility (check all that apply) ☐No subject recruitment

☒Adults (18+ years)	☐Elderly/Aged Persons	☐Prisoners*
☐Minors (under 18) *	☒Minorities	☐Cognitively Impaired Persons*
☒ Students (*Specify*):CSUDH	☐ Others (*Specify*) _____	

*Special regulations apply. Please contact IRB office – 310-243-3756

Data will include (check all that apply)

☐ Name	☐ Address	☐Social Security number
☐ Phone number	☐ Age	☒ Gender
☒ Ethnicity	☐ Other unique information – Specify_____	

If no name is included, will data be coded to link to subject? ☒Yes ☐ No

---

Recruitment

Is compensation offered? ☐Yes ☒No Type of compensation: _____

Projected Number of Subjects: 500 Recruiting Method: email to students via faculty

Is any deception involved in the research? ☒No ☐Yes (*if yes, what is nature of deception*?)_____

Potential Risk Exposure: ☐Physical ☐Psychological ☐Economic ☐Legal ☐Social

Findings Used for: ☒Publication ☐Evaluation ☒Needs Assessment ☐Thesis/Dissertation ☐Other (*specify*) _____

Attach a copy of each instrument (test, survey, questionnaire, interview questions, etc.)

(See next page for level of risk evaluation checklist)

FORM A

Level of Risk Evaluation Checklist

Data Collection:

1. Will study involve use of existing data, documents, records, pathological specimens, or diagnostic specimens?
☒No ☐Yes (*attach documentation indicating the authorization to access data if not publicly available.*)

2. Does research involve **only** normal education practices conducted in established or commonly accepted educational settings?
☐No ☒Yes

3. Does research involve **only** the use of educational tests, survey procedures, interview procedures or observations of public behavior? ☐No ☒Yes

4. Is the information obtained recorded in such a manner that human subjects can be identified? ☐No ☒Yes

5. Could any disclosure of the human subjects' responses reasonably place them at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation? ☒No ☐Yes

6. Are the human subjects elected or appointed public officials or candidates for public office? ☒No ☐Yes

7. Does data collection involve the use of voice, video, digital, or image **recordings** made for research purposes?
☒No ☐Yes

Investigator Training – As a condition of the University's Federal Wide Assurance, research investigators are required to complete appropriate training before conducting human subject research. Completion certificates must be attached for all investigators. For information on how to receive this training, contact the Office of Research and Funded Projects at 310-243-3756.

Signatures:

Principal Investigator/Faculty Advisor:_____ **Date:**_____

Co-Investigator or Student Research: The signature below verifies the attached proposal meets with the faculty advisor's approval and is in compliance with procedures/regulations designed to protect human subjects.

Co-Investigator or Student Researcher: Mary-Ann Whitelmes **Date:** 5/08/2016

Co-Investigator or Student Researcher: _____ **Date:** _____

Co-Investigator or Student Researcher: _____ **Date:** _____

Co-Investigator or Student Researcher: _____ **Date:** _____

Once completed, one copy of this form should be printed and signed by all investigators. The signed form should then be delivered to the Office of Research and Funded Projects, Welch Hall D445.

Subject recruitment and data collection may not be initiated prior to formal written approval from the CSUDH Institutional Review Board