

**CRAFT HILLS COLLEGE
RESEARCH PROJECT APPROVAL FORM**

The following guidelines apply to all external research projects involving Crafton Hills College. An external research project is defined as any research project or study which is outside the normal day-to-day operations of Crafton Hills College (CHC) and/or is under the direction of someone other than an employee of the College. A typical example of an external research project is one conducted by a masters or doctoral student who wishes to ask CHC students or employees to participate in a study. Examples of normal day-to-day operations include program review, Student Learning Outcomes/Service Area Outcomes and projects which are part of a CHC course (e.g., research course).

1. Any individual, group or agency desiring to conduct research at CHC must obtain the written permission from the Faculty and Administrative Co-Chairs.
2. Before permission is granted, a written proposal must be submitted to the Dean of Institutional Effectiveness, Research and Planning. The proposal will include brief summaries of the rationale for the study, the methodology to be used, and the expected outcomes (see below).
3. Normally, the CHC IRB cannot provide facilities of any type for external research projects ([Click here to access the form to request the use of facilities](#)).
4. Unless the College feels that participation in a particular project is both educationally valuable and a natural part of the course content, class time will not be used for any project. In any event, the faculty member's permission must be obtained before class time can be used.
5. Participation in any project must be voluntary and all participants should be informed as to the purpose of the project and the scope of their involvement.
6. As a condition of approval of the research study, it should be noted that CHC students or employees involved in any research project will not be identified when the findings are published. The name of the College will not be identified in any publications.
7. Approval of external research projects is based on many aspects including time involved and whether the project relates to the College's mission, vision, core values and goals.

This *Research Project Approval Form* is to be completed and approval received before research begins. The completed form should be sent to the Institutional Effectiveness, Research and Planning Office. The IRB Committee and/or the IRB Committee Co-Chairs will review the study, discuss changes/implications with the author and make the final approval decision. If the study is approved and the research conducted, a copy of the results must be sent to the Institutional Effectiveness, Research and Planning Office.

PROJECT INFORMATION	
Project Title:	The Transfer Experience of Latina/o Community College Students: A Mixed Methods Study
Principal Investigator:	Daniel Bahner
Educational Institution:	CSU Fullerton
Mailing Address:	800 N. State College Blvd., Fullerton, CA 92831-3599
Phone Number:	657-278-2011
Email:	dtbahner@csu.fullerton.edu
Faculty Advisor Name:	Dr. John Hoffman
Faculty Advisor Mailing Address:	800 N. State College Blvd., Fullerton, CA 92831-3599; CP-520-09
Faculty Advisor Phone Number:	(657) 278-5871
Faculty Advisor Email:	jhoffman@fullerton.edu

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Answer All of the Following Questions

1. What is the rationale or purpose of the study?

The purpose of this two-phase, sequential mixed methods study will be to examine the relationship between faculty-student interactions and transfer success for Latina/o students. In the first phase, a quantitative research questionnaire will address the relationships between faculty interaction and students' transfer experiences. Information from this first phase will inform the qualitative phase, where interviews will investigate the lived experiences of a group of Latina/o students in order to better understand the transfer phenomena identified in the quantitative phase.

2. What are the main goals or objectives or outcomes or research hypotheses of the study?

In order to accomplish the research purpose, I have posed the following quantitative research question:

1. What differences do Latina/o and White transfer students report about the ways that educational practitioners have facilitated or impeded their negotiation of the transfer process?

Because of the sequential explanatory design of the study, the results of the first quantitative question will inform the following two qualitative questions:

2. How do Latina/o students' descriptions of their interactions with faculty help to explain the achievement gaps between White and Latina/o transfer students?
3. What roles have Institutional Agents filled in facilitating students' transfer progress?

Through the collection of both quantitative and qualitative data, the study can also address the following mixed methods research question:

4. How can the understandings that emerge from the qualitative data be used to provide a deeper understanding of transfer students' reports of their interactions with faculty?

Quantitative data will be collected through an original survey of potential transfer students regarding their interactions with CHC faculty (attached). Following the analysis and interpretation of this data, I will add questions to an Interview Protocol (*Tentative Interview Protocol* attached) that I will use to explore and explain more fully students' reports on the survey.

3. Who will be the subjects/participants? How many? Will they be compensated? If so, how?

Phase 1 (Survey): I will survey no more than 2,000 male and female Crafton Hills College (CHC) students who intend to transfer (see definition below). All will be at least 18 years of age. Phase 2 (Interviews): After the survey results have been analyzed, I will interview no more than 10 CHC Latina/o students who intend to transfer. All will be at least 18 years of age.

The study focuses on the interactions between potential transfer students and faculty. Following a logic model developed by the California Community Colleges Chancellor's Office, "potential transfer students" will be defined as those who show a "behavioral intent to transfer." Enrollment in transfer-level math or English will serve as a behavioral indication of the students' intent to transfer. A second criterion for inclusion in the study will be completion of at least 30 units, to ensure that the participants have at least a year's experience with faculty to inform their responses. Therefore, students who have not completed and are not enrolled in transfer-level math and English and have not completed at least 30 units will be excluded from participation in the study.

There will be no remuneration for participation in this study.

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4. Describe in detail all procedures to be performed on the participants (e.g., recruitment, surveying, debriefing, exposure to stimuli, etc.)?

Phase 1 (Survey): All students who have been identified as potential transfer students (as explained above) will receive an email prenotification of the survey (copy attached). A week to 10 days later, these same students will be sent an email (attached) inviting them to participate in the survey and providing a link to allow them to complete the online survey (attached). To maximize the response rate, a follow-up invitation (attached) will be sent by email two more times. The first will be sent two weeks after the initial email invitation, and a second will be sent four weeks after the initial invitation. Students may also be invited (depending on available funding) to participate via a letter (attached) sent through the U. S. mail to their home addresses. In addition, students visiting the Transfer Center will be invited via a flyer (attached) to complete the survey on the Transfer Center computers.

Phase 2 (Interview): On the survey, students will be asked if they would be willing to participate in a follow-up interview. If so, they will be asked to provide their email for contact purposes. Latina/o students who have identified their willingness to participate in the follow-up interview will receive an invitation to participate in the interviews (attached) via email. Interview times will be scheduled with those students who respond to the invitation email. Before the interviews begin, students will be asked to sign a Consent form (attached).

Both the survey and the Interview Consent form explicitly state that confidentiality will be provided to the extent allowed by law.

5. What assessment instrument(s) (e.g., survey, focus group) will be used? Please provide the IRB with copies.

This research study will employ a two-phase sequential explanatory mixed methods design. In the first phase, a 26-item survey (attached) will collect demographic information (e.g., ethnicity, gender, length of time in college, units completed) and will ask students about their interactions with faculty. Information from this first phase will inform the questions asked in the qualitative phase, when semi-structured interviews of approximately 60 minutes each will investigate the lived experiences of no more than 10 Latina/o students. Participants who identify their willingness to participate in the interviews when they complete the survey will be asked to participate in the interviews at least two weeks before the actual interviews, which are scheduled to begin in December 2014. The purpose of these interviews will be to better understand the phenomena identified in the quantitative phase. (A Tentative Interview Protocol is attached; it is only a tentative Interview Protocol because the final Interview Protocol cannot be completely developed until after the data from Phase 1 is collected and analyzed and used to help create the questions for Phase 2, which will seek to explain the findings from Phase 1.) Please see the following attached documents: (1) Prenotification email; (2) Invitation email for survey; (3) Invitation letter for survey; (4) Follow-up email invitations for survey; (5) Invitation flyer for survey in Transfer Center; (6) Potential Transfer Student Survey; (7) Invitation email for interviews; (8) Consent form for interviews; (9) Tentative Interview Protocol.

6. What are the potential risks to the participants?

This study has no more than minimal risk.

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7. Describe how you will deal with confidentiality and anonymity.

The responses to the survey will be sent to a server, which will collect and store data without associating the data with their sources. Before the interviews are transcribed and coded, participants will be randomly assigned pseudonyms so that the participants will not be identifiable to anyone except the researcher. As both the survey and the Consent form for the interviews explicitly state, confidentiality will be provided to the extent allowed by law.

8. How will you document informed consent (Provide a copy of the informed consent form.)?

All participants of both the survey and the interview process will give their informed consent before participating. The introduction to the survey instrument (attached) contains such informed consent, and interview Participants will be asked to sign a Consent form (attached) before the interviews begin.

9. What are the suggested date(s) for the study?

August 2014 through August 2015.

10. How will the data be reported (e.g.: articles, thesis, dissertation, presentations, etc.)?

The data is being collected as part of a dissertation research project in the Ed.D. Program in Community College Leadership at CSU Fullerton, so the initial report will be a dissertation. However, these same data may also be used in subsequent articles and/or presentations.

11. If class or work time is needed, do you have an internal contact person who is already willing to comply? Which employees of the college have expressed interest in helping you gather data? (Note: using class time is discouraged)

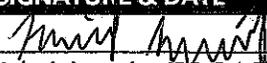
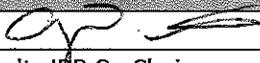
No class time will be used. However, Mariana Moreno, the Transfer Center Coordinator, has agreed to have the survey available on the computers in the Transfer Center and to give students visiting the Transfer Center a flyer (attached) inviting them to complete the survey.

12. Which classes will be used in the study? Have the faculty given permission for the study to be done in class?

No class time will be used.

Also include a HARD copy of your approved full proposal. This copy should include both the signature page of approval (or electronic equivalent) from your IRB and all material reviewed by your IRB.

When the project is completed, a summary of the key findings should be sent to the Institutional Effectiveness, Research and Planning Office (kwurtz@craftonhills.edu).

SIGNATURE & DATE		APPROVAL
	8-22-14	<input checked="" type="checkbox"/> Approved
Administrative IRB Co-Chair		<input type="checkbox"/> Not Approved
Reason:		
	8/22/14	<input checked="" type="checkbox"/> Approved
Faculty IRB Co-Chair		<input type="checkbox"/> Not Approved
Reason:		

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SIGNATURE & DATE	APPROVAL
<i>Daniel Bahner</i> 08/05/14	
Principal Investigator(s) Signature & Date	
Other Notes: Approved with the requirement that Interview Question 5 is modeled after Interview Question 8, and the request for the particular faculty in Interview Question 5 is removed.	

Source: Mt. San Antonio College, IRB Proposal Form.

