

**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:	Developmental Education Pathway Success: A Study on the Intersection of Adjunct Faculty and Self-Regulated Learning
Principal Investigator:	Jonathan Townsend
Educational Institution:	Rossier school of Education, University of Southern California
Mailing Address:	3470Trousdale Parkway, Los Angeles, CA 90089
Phone Number:	213-740-0224
Email	NA
Faculty Advisor Name:	Dr. Artineh Samkian
Faculty Advisor Mailing Address:	3470Trousdale Parkway, Los Angeles, CA 90089
Faculty Advisor Phone Number:	213-821-5841
Faculty Advisor Email:	samkian@rossier.usc.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 project is to conduct a needs analysis in the areas of knowledge and skill, motivation, and organizational resources necessary to increase the developmental education pathway throughput rates in English at Crafton Hills College to 51.68% by 2022. The analysis will begin by generating a list of possible needs from the academic literature and will then move to examining these systematically to focus on actual needs. The attached video gives an overview of my study and methodology.

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

The following are the questions that will guide the needs analysis that address knowledge and skills, motivation, and organization resources and solutions for adjunct faculty teaching developmental education.

1. What is developmental education English adjunct faculty knowledge and motivation related to teaching self-regulation strategies in developmental education English courses?
2. What is the interaction between River Mountain College's organizational culture and context and adjunct faculty knowledge and motivation related to teaching self-regulation strategies in developmental education English courses?
3. What are the recommendations for organizational practice in the areas of knowledge, motivation, and organizational resources?

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

The population of focus in this study is adjunct instructors of developmental education English. The sample selected from this population will consist of four instructors.

When participants are given the information sheet, I will tell them that no incentives will be provided for participation in the study to ensure that there is no perception of coercion. After the study is complete, however, I will send each participant a thank you note with a gift card as a token of gratitude for their participation. Including a small gift at the end of the study will be an appropriate expression of appreciation for their time, while not telling them about it beforehand and explicitly stating that no incentive will be provided will ensure that no participant feels coerced into participating.

Interviews will be structured in order to serve to differentiate my role as a researcher from my role as a staff member of the institution. This has ethical implications for protecting the participants: because I am a current staff member of the institution, the structure of the interviews will serve to delineate that I am conducting these interviews in the capacity of a researcher rather than in the role in which they might normally encounter me in the institution. Making this explicit in the interview will help eliminate any misunderstanding on the part of the participant as to my role, but keeping the interviews structured will greatly assist in reminding the participant that I am talking to them in that context as a researcher.

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

In order to obtain my sample, I will first use a screening survey of all faculty who meet the above criteria. While census sampling will not be the goal for this study, the screener will be provided to all adjunct DE faculty. The purpose of the screener is to ensure maximum sample variation through the identification of the amount of experience each population member has teaching developmental education English courses. The sample will purposely include one novice instructor who has less than

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one year of experience teaching developmental education, one inexperienced instructor who has between 1-3 years of experience teaching developmental education, one experienced instructor who has between 3-6 years of experience teaching developmental education, and one veteran instructor who has over 6 years of experience teaching developmental education.

To recruit participants, contact information for the population will be accessed through the organization's internal communications network that houses staff emails and phone numbers or requested from the dean of English, Reading, Mathematics, and Instructional Support. The screener will be deployed, along with the stated purpose of the study, and after one week, the responses will be analyzed to recruit four participants for sampling and observational analysis. At that time, I will select four participants, one in each of the four categories above, and contact them directly to invite them to participate in the study. At that time, I will explain the process to the participant (observations, then interviews) and ask them to provide me access to a typical DE class they teach.

I will be conducting three classroom observations, each lasting one hour and twenty minutes, for each participant's classroom. Each class lasts for 1 hour and twenty minutes and is held twice weekly. The goal of the observations is to gain first-hand knowledge of to what extent instructors explicitly teach metacognitive strategies in their classrooms. With this singular purpose in mind, I plan to schedule the observations, as much as it is possible, toward the beginning of the Spring 2018 term, because some metacognitive strategies, such as goal-setting and allocation and planning of study time, are more likely to be taught more often at the beginning of a term.

While conducting observations, my role will be that of an observer as participant, meaning that I will sit in the class alongside the students and observe the teaching that occurs, but I will not participate in the class activities (Merriam & Tisdell, 2016).

After observations of each participant are concluded, I will schedule interviews. Interviews will occur after observations. If interviews occurred before observations, it is possible that the participants could determine what instructional behaviors I was hoping to observe in the classroom and alter their instructional behavior during the observation session in anticipation of having results they perceived to be favorable to them. I will conduct 2 scheduled interviews with each participant, spaced between one and two weeks apart, depending on the logistics of when the participant is available. There will be two interviews for two reasons. First, I want to ensure that I have enough time to ask all the questions in my interview protocol, and having two scheduled interview sessions will ensure that I have time in the second interview session if there is not enough time to ask all the questions in the first interview. Second, spacing the interviews will allow the participant time for reflection on the topics discussed in the first interview session. Allowing this time for reflection may stimulate deep reflection in the participant, and the second session is designed to do two things: a) ask any questions that were unasked in the first interview session due to time constraints, and b) capture participants' thoughts after a period of time during which they may have had occasion for deeper reflection. Because of this, during the second session, I will ask them if, after this period of reflection, they wish to add anything to their previous answers or clarify anything they said.

Collection of documents from the institution will occur concurrently with observations and interviews because the documents needed from the institution will consist mostly of professional development schedules, and these documents are publically available and housed by college administrators and faculty coordinators who are not part of the sample population of study.

The documents that I will collect are all related to organizational influences. Specifically, I will find public documents related to the professional development offerings to part-time DE English faculty. This will include all professional development opportunities offered in the past six years to the

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campus employees at large as well as training targeted at English faculty, DE faculty, or adjunct faculty in particular. It will also include any participant evaluation of these professional development activities or internal evaluation by professional development or organizational staff. Six years of documents was chosen because this time period will provide a reasonable representation of how the organization conducts professional development. I will approach institutional staff in the office of professional development if I need assistance accessing the public documents from the professional development committee. Training opportunities extended by the English Department in particular may not be available as part of the official public record, so I will contact the English department chair and the dean who oversees the English department, if necessary, to request copies of personal documents pertaining to trainings given to DE faculty and English faculty.

I will also request copies of the agendas from the adjunct faculty orientations for the past six years from the college's Office of Instruction, which will show what kinds of professional development were provided to adjunct faculty at the mandatory orientation every semester. These documents will reveal if institutional trainings for adjunct DE English faculty have occurred at the semiannual adjunct faculty orientation, how often, and in what institutional context they occurred, which will help illuminate the role of the two organizational influences on the stakeholder goal that are being studied. Agendas may have been kept formally, or, depending on the administrator overseeing English adjunct training, they may have been kept informally. Every reasonable effort will be made to secure complete agendas from the Office of Instruction or from individual administrators' own records. Additionally, I will request any evaluative data collected from the orientations such as participant evaluations or effectiveness studies that may have been completed.

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

A semi-structured interview protocol will be used and is attached.

- 6. What are the potential risks to the participants?**

The participants in my study are at will employees, and therefore in a vulnerable professional position. Potential risks if their participation in the study were known could include being given fewer classes to teach or being stigmatized within their work environment if participants had critical opinions of the institution that were not kept confidential. Because of this, participants could be reticent to share certain ideas that could be critical of the institution, the English department, or the college's management. While I will promise to do my best to maintain their confidentiality, I will be careful not to pressure them to answer any questions they may feel uncomfortable answering.

There are no physical risks to the participants.

- 7. Describe how you will deal with confidentiality and anonymity?**

Confidentiality is very important for my study participants due to their status as adjunct instructors and at-will college employees. Confidentiality will be extended not only to the observational and interview data, but also to any scheduling interactions that could allow the institution to identify them, such as emails or calendar events. I will be using a separate email and calendar system from the one provided by the organization in order to ensure confidentiality with scheduling interactions. Before interviews I will obtain permission from the participants to record interviews, and after interviews have been transcribed I will provide participants with transcript copies to ensure that I have not altered their words. This ensures that there has been no inadvertent misrepresentation of their ideas, and allows them the opportunity to clarify or even redact words they have spoken. In short, it gives them greater control over their ideas and the way those ideas are communicated. The participants in my study are at will employees, and therefore in a vulnerable professional position, so they may be reticent to share certain ideas that could be critical of the institution, the English

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department, or the college's management. While I will promise to do my best to maintain their confidentiality, I will be careful not to pressure them to answer any questions they may feel uncomfortable answering.

When participants are given the information sheet, I will tell them that no incentives will be provided for participation in the study to ensure that there is no perception of coercion. After the study is complete, however, I will send each participant a thank you note with a gift card as a token of gratitude for their participation. Including a small gift at the end of the study will be an appropriate expression of appreciation for their time, while not telling them about it beforehand and explicitly stating that no incentive will be provided will ensure that no participant feels coerced into participating.


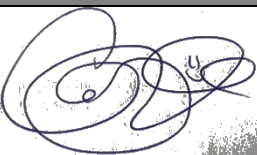
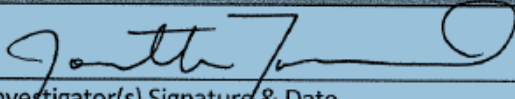
- 8. How will you document informed consent (Provide a copy of the informed consent form.)?**
Per the guidelines of the IRB and my faculty advisor, an information sheet will be given to the participants in lieu of an informed consent form. This is typically sufficient for studies being overseen by the USC IRB that are classified as exempt studies. If the Crafton Hills IRB wishes me to submit and retain signed informed consent forms, I will comply. The information sheet is attached.
- 9. What are the suggested date(s) for the study?**
Data collection will begin as soon as IRB approval is received. Data collection is likely to occur in mid-February and last for 4-8 weeks until mid-April.
- 10. How will the data be reported (e.g.: articles, thesis, dissertation, presentations, etc.)?**
The data will be reported in a doctoral dissertation overseen by Dr. Artineh Samkian, professor at USC's Rossier School of Education in Los Angeles, CA.
- 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 members of the intended research population have been contacted at present regarding this research. A preliminary conversation explaining the study has occurred with Robert Brown, Interim Dean of Letters, Arts, and Mathematics, who agreed the study had merit and encouraged me to proceed with applying for IRB approval.
- 12. Which classes will be used in the study? Have the faculty given permission for the study to be done in class?**
Per the method design, participating faculty will be selected after all population members are given a screening survey that asks their level of experience teaching DE courses. After this, 4 faculty will be invited to participate in the study. At that time, the participating faculty will give permission for classroom observations or not. If they do not give permission for classroom observations, then they will not be considered further for participation in the study. Because of this, the exact class sections are not known at this time; however, the study is focusing only on DE English courses (English 976 and English 010).

Observations will be focused on instructor teaching methods only and no observations of students will occur, except as it relates to the instructor's teaching methods. If any students are referenced in the notes, they will not be personally identified and all identifying description will not be included in the field notes. Observations will focus only on the participating faculty and what they do in class.

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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
 3/11/18	<input checked="" type="checkbox"/> Approved
Administrative IRB Co-Chair	<input type="checkbox"/> Not Approved
Reason:	
 3/11/18	<input checked="" type="checkbox"/> Approved
Faculty IRB Co-Chair	<input type="checkbox"/> Not Approved
Reason:	
 1/23/18 Principal Investigator(s) Signature & Date	
Other Notes: The Crafton Hills College IRB has reviewed your proposal and has decided to approve your request to conduct research at Crafton Hills College as long as the following condition is met. <ol style="list-style-type: none"> 1. Add a statement on the Information Sheet for Research that addresses the risk to participants, similar to what was included in the proposal. Congratulations and good luck with your research project!	

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

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