

## IRB SYNOPSIS OF PROPOSAL

Every application submitted for review and approval shall have attached to it a page organized in numerical brief paragraph form as outlined below.

### Title of Study

- **A Study of the Effectiveness of Developmental Reading at Texas State University-San Marcos**

- IRB Application Number: 2010U3451

- Principal Investigators:  
David Caverly, PhD  
Eric J. Paulson, PhD  
Robert Reardon, PhD

1. Identify the sources of the potential subjects, derived materials or data. Describe the characteristics of the subject population, such as their anticipated number, age, sex, ethnic background, and state of health. Identify the criteria for inclusion or exclusion. Explain the rationale for the use of special classes of subjects, such as fetuses, pregnant women, children, institutionalized mentally disabled, prisoners, or others, especially those whose ability to give voluntary informed consent may be in question.

- The sources of potential subjects are students who placed into developmental reading courses at Texas State University – San Marcos, between the years of 1994 and 2004. This is a purposive sample because the goal of the study is to examine the effectiveness of the developmental course in which those students were enrolled in. Data concerning their age, sex, ethnic background, place of birth, parents' education level, socio-economic status, GPA, and other measures are collected as part of the independent variables in this study, but are not identified as criteria for inclusion or exclusion. There are no special classes of subjects as defined in question 1 being sought for inclusion in this study.

2. Describe the procedures for recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be solicited and obtained, who will seek it, the nature of information to be provided to prospective subjects, and the methods of documenting consent. (Include applicable consent form(s) for review.) If written consent is not to be obtained, this should be clearly stated and justified.

- This project utilizes existing data; data collection will involve application to Institutional Research at the Texas State University-San Marcos for release of data from university records.
3. Describe the project's methodology in detail. If applicable, detail the data collection procedures, the testing instruments, the intervention(s), etc. If using a survey, questionnaire, or interview, please provide a copy of the items or questions.
- The study will use path analysis to compare the results for students who were placed and enrolled in developmental reading with students who were placed but did not enroll in developmental reading or were not placed in developmental reading in order to establish what factors, including developmental reading instruction, may contribute to college success for this population. The following questions guide this project:
    - 1) How well do background characteristics (gender (Planty et al., 2009; Saenz & Ponjuan, 2009), ethnicity (Planty et al., 2009), place of birth (Cerna, Perez, & Saenz, 2009), parent's education level (Strayhorn, 2006), socio-economic status (Adelman et al., 2003), high school GPA, ACT/SAT score, high school rank (Adelman, 2006; Cerna et al., 2009) predict the success of students placed into Development Reading courses as measured by:
      - Enrollment in the semester after developmental education (Perin & Charron, 2006)
      - Enrollment in the 2<sup>nd</sup> year (Adelman, 2004)
      - Reading intensive course grade (Perin & Charron, 2006)
      - 2<sup>nd</sup> year ending GPA (Ronco & Cahill, 2006)
      - Accumulated credits at end of enrollment at the university?(Adelman, 2004)
    - 2) How well does enrollment in a developmental reading course predict success for students whose test scores place them in those classes, as described by three possible categories for those students: placement and enrollment in developmental reading; placement but no enrollment in developmental reading; not placed in developmental reading (Bailey, Jeong, & Cho, 2008; Cerna et al., 2009) and measured by the same metrics as Research Question #1:
      - Enrollment in the semester after developmental education
      - Enrollment in the 2<sup>nd</sup> year
      - Reading intensive course grade
      - 2<sup>nd</sup> year ending GPA
      - Accumulated credits at end of enrollment at the university?

4. Describe any potential risks — physical, psychological, social, legal or other — and state their likelihood and seriousness. Describe alternative methods, if any, that were considered and why they will not be used.
  - Risks of any sort to the subjects are extremely low, since the study utilizes existing data sources, no identification of or contact with individual students, and linkage between student names and other data.
5. Describe the procedures for protecting against or minimizing any potential risks and include an assessment of the likely effectiveness of those procedures. Include a discussion of confidentiality safeguards, where relevant, and arrangements for providing mental health or medical treatment, if needed.
  - These are existing data from university records, and a number will be assigned in place of each student name. In addition, the PIs will have sole access to the data set. At an appropriate time after the conclusion of the project, the data set will be destroyed.
6. Describe and assess the potential benefits to be gained by the subjects, as well as the benefits that may accrue to society in general as a result of the proposed study.
  - Immediate benefits for the subjects are nonexistent since the data are inclusive only of past coursework and students are not contact as a part of this study. The benefits to the university, and future students, are more immediate since the goal of this study is to evaluate factors of academic success in this population, providing information for future improvements to the academic support this population experiences at Texas State.
7. Clearly describe any compensation to be offered/provided to the participants. If extra credit is provided as an incentive, include the percentage of extra credit in relation to the total points offered in the class. Also, if extra credit is provided, describe alternatives to participation in your research for earning extra credit.
  - There is no compensation or incentive as a part of this study, since the study utilizes existing data and there is no contact with the subjects.
8. Discuss the risks in relation to the anticipated benefits to the subjects and society.
  - Since the risk is extremely low, and the anticipated benefits positive, there is an acceptable risk/reward ratio.

9. Identify the specific sites/agencies to be used as well as approval status. Include copies of approval letters from agencies to be used (note: these are required for final approval). If they are not available at the time of IRB review, approval of the proposal will be contingent upon their receipt.
- Texas State University-San Marcos institutional research database.
10. If you are a student, indicate the relationship of the proposal to your program of work and identify your supervising/sponsor faculty member.
- N/A
11. In the case of student projects, pilot studies, theses, or dissertations, evidence of approval of Supervising Professor or Faculty Sponsor should be included. Thesis and dissertation proposals must be approved by the student's committee before proceeding to the IRB for review.
- N/A
12. If the proposed study has been approved by another IRB, attach a copy of the letter verifying approval/disapproval and any related correspondence. If the proposed study has not been reviewed/approved by another IRB, please state this explicitly.
- N/A
13. Identify all individuals who will have access, during or after completion, to the results of this study, whether they be published or unpublished.
- The Principal Investigators will have sole access to the data. Conclusions that follow from results from the study, in aggregate form, will be written up for publication and presentation.

## References

- Adelman, C. (2004). *Principal indicators of student academic histories in postsecondary education, 1972–2000*. Washington, DC: U. S. Department of Education, Institute of Education Sciences. Retrieved from <http://www.ed.gov/rschstat/research/pubs/prinindicat/index.html>
- Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U. S. Department of Education. Retrieved from <http://www.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>
- Adelman, C., Daniel, B., & Berkovits, I. (2003). *Postsecondary attainment, attendance, curriculum, and performance: Selected results from the nels:88/2000 postsecondary education transcript study (pets), 2000* (Research Report No.

- NCES 2003394). Washington, D. C.: Institute for Education Science, U. S. Department of Education. Retrieved from <http://nces.ed.gov.libproxy.txstate.edu/pubsearch/pubsinfo.asp?pubid=2003394>
- Bailey, T., Jeong, D. W., & Cho, S.-W. (2008). *Referral, enrollment, and completion in developmental education sequences in community colleges (working paper No. 15)*. New York. Retrieved from ERIC database
- Bailey, T. M. (2009). Challenge and opportunity: Rethinking the role and function of developmental education in community college. *New Directions for Community Colleges*, 145, 11-30. doi 10.1002/cc.352
- Cerna, O. S., Perez, P. A., & Saenz, V. (2009). Examining the precollege attributes and values of latina/o bachelor's degree attainers. *Journal of Hispanic Higher Education*, 8(2), 130-157. Retrieved from <http://jhh.sagepub.com/cgi/content/abstract/8/2/130>
- Clery, S. (2008). *Minority males: Race/ethnicity, gender and student outcomes*. Chapel Hill, NC: Achieving the Dream. Retrieved from <http://www.achievingthedream.org/DATARESEARCH/DATANOTESNEWSLETTER/default.tp>
- Habley, W. R., & McClanahan, R. (2004). *What works in student retention -- all survey colleges*. Iowa City, IA: American College Testing.
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- Mansfield, W., Farris, E., & Black, M. (1991). *College-level remedial education in the fall of 1989. Contractor report 91-191*. Washington, DC: U.S. Department of Educational Research and Improvement. Retrieved from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=91191>
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- Perin, D., & Charron, K. (2006). Lights just click on every day. In T. Bailey & V. S. Morest (Eds.), *Defending the community college equity agenda* (pp. 155-194). Baltimore, MD: Johns Hopkins University Press.
- Planty, M., Hussar, W., Snyder, T., Kena, G., KewalRamani, A., Kemp, J., Bianco, K., et al. (2009). *The condition of education 2009*. Washington, DC: National Center for Educational Statistics, U. S. Department of Education. Retrieved from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009081>
- Ronco, S., & Cahill, J. (2006). *Does it matter who's in the classroom? Effect of instructor type on student retention, achievement and satisfaction*. from ERIC database (ED491000).
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- Texas Higher Education Coordinating Board (2007). *Closing the gaps revised goals and targets for 2006-2015*. Retrieved from <http://www.thecb.state.tx.us/reports/DocFetch.cfm?DocID=1219&Format=PDF>
- U.S. Bureau of Labor Statistics. (2009). *Education pays*. Washington, DC: Author. Retrieved from <http://www.bls.gov/emp/emptab7.htm>

In addition to this synopsis, you are required to submit all relevant documentation for review. This may include, but is not necessarily limited to: 1) recruiting documents (e.g., flyers, letter, e-mails, brochures, etc.), 2) a consent form, 3) an assent form, 4) letters of approval from relevant organization(s), 5) surveys/instruments/questionnaires, esp. those created by the researcher, 6) a list of questions that the researcher may ask (e.g., focus groups questions, questions for qualitative studies, etc.), and 7) all documents in translated versions.