**IRB Synopsis of Proposal**

Effects of Supervision on Student Academic Performance

1. The source of subjects for this study will be undergraduate college students at Texas State University-San Marcos in psychology classes. The number of expected participants will be roughly 50 male, 50 female totaling to 100 participants and representing a wide array of ethnic backgrounds. The estimated age range will be between 18 and 25 years of age. Outliers will be anticipated from nontraditional students that exceed the given age range. The assumption will be that participants are in normal to good health with relatively stable traits and low baseline anxiety levels. The criteria for exclusion are that participants must be at least 18 years old.
2. At the appropriate time during class, I will give a synopsis of the study and read the consent form, which includes an explanation of the study’s procedures and tests. I will then ask the students if they have any questions about the study. A sign-up sheet will then be passed around the classroom where they will give their name and indicate which time slot they are able to participate. This method of recruiting participants is the most common in the Department of Psychology. Note that although other people will see a given student’s name, writing one’s name on the sign-up sheet does NOT reveal anything about the person other than his or her agreement to show up and possibly participate in the this study. Upon arrival to the testing room, participants will sign a consent form and be given a copy for their own records.
3. The first section of this study will gather basic demographic (sex, ethnicity, age, employment status), academic (GPA, major, year of expected graduation, etc.), health (weight and height), and anxiety (general level of anxiety currently felt) information about each participant. The demographic portion of the survey includes questions that are asked in nearly every psychology study. The academic portion of the survey includes questions that will be used to judge if a participant has any scholastic advantage over other participants. The performance test will primarily measure mathematic skills, and if a student is a math major, or somehow has higher than average math abilities, the student will most likely have a gain over the other participants. The health portion of the survey includes questions such as height, weight, and any medical conditions one may have. The anxiety portion of the survey includes questions from the commonly-used State-Trait Anxiety Inventory (STAI) to measure their level of anxiety. The participants’ anxiety levels are being evaluated before the test to assess the possibility of having a subject with abnormally high/low anxiety levels in any condition. This complete survey will take approximately 15 minutes of the participants’ time.

The participants will be placed into one of two conditions: supervised test setting or unsupervised test setting. As the two conditions state participants will be randomly assigned to one of the two conditions. Both conditions will receive the same test with the only differentiating factor being if the test setting is supervised or unsupervised.

The performance test will be a revised California High School Exit Examination (CAHSEE): Mathematical Reasoning. The revision will include added questions from college algebra, pre-calculus, and introductory calculus to increase the difficulty to that of a collegiate level. Five new questions will be added to the test giving a total of 25 multiple-choice questions. The participants will be given 10 minutes to complete the test.

1. The completion of this study’s tasks may result in a mild feeling of anxiety that is considerably less compared to a level one would experience prior to an exam, but more than level normally associated with participation in a research study. There is a possibility that this increase in anxiety may produce momentary/short-term discomfort or negative mood. However, because this study involves psychology questionnaires and a mathematical reasoning test, it is unlikely than any physical illness or injury will result from participation.
2. If any participant is to experience a level of discomfort they deem even slightly unbearable, the procedure will stop instantly. An immediate debriefing of the experiment will be initiated and the student will be free to leave. Depending on the severity of the participant’s condition, haste action will be taken to escort him/her to the Student Health Center, show them the nearest couch, bring them a cup of water, or whatever their request may be to alleviate their distress.
3. The main benefit that may be gained from this study is an improved understanding or better perspective about the effects of supervision on the participants test performance. The participants’ knowledge of knowing which testing environment they do better in can result in the participant earning better grades. For example, if the participant scores higher in an unsupervised setting an on-line course may be beneficial to that participant. Also, if it is found that participants score higher in the unsupervised setting, this type of setting, after further studied, could cause universities to rethink the setting students should take tests.
4. The student will receive extra credit for the psychology class they signed up in. The amount of extra credit will vary from professor. If the student does not want to participate, extra credit can still be obtained by choosing a portion of an article from a given selection and discuss the relationship between at least two of any of these topics: academic performance, supervision, and anxiety. The student should write no longer than a page but no shorter than half a page. The amount of extra credit received will be equal in length of participation in the experiment.
5. The benefits of the study outweigh the risks. As in everyday life and all research regarding psychological tests or examination, there is some psychological risk involved. The knowledge gained from this research will contribute to society as a whole by investigating if supervision effects test performance. For the participants, after completing the study’s materials, they may use the result of experiment to their advantage of earning better grades in school.
6. No external sites or agencies will be used
7. This study is original research required for the independent study course offered by the psychology department. The study will be supervised by Dr. Crystal Oberle.
8. Dr. Crystal Oberle will approve this application through the IRB website.
9. This study has not been reviewed by another IRB.
10. I, J.R. Vela ([jv1187@txstate.edu](mailto:jv1187@txstate.edu)), am the only undergraduate with access to the results throughout the entire process of the study. In addition, Dr. Crystal Oberle will also have access to these records for experimental purposes only. After the study is complete, only Dr. Oberle will have access to the experimental data. Upon publication in a journal, readers of the journal will discover the results of the study, but participants’ confidentiality will be maintained as discussed in #5 above.