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

IRBNet message from Cindy Lee-Tataseo

Cindy Lee-Tataseo <no-reply@irbnet.org>   Thu, Jul 28, 2016 at 8:25 PM
Reply-To: Cindy Lee-Tataseo <cindy.lee-tataseo@unlv.edu>
To: Mary-Ann Winkelmes <mary-ann.winkelmes@unlv.edu>

Message from Cindy Lee-Tataseo:

Re: [711238-7] Transparency in Learning and Teaching Initiative

Dr. Winkelmes,

Thank you for submitting the Continuing Review Form to update your study. We have given you another 3 years to complete your study. Should you need additional time to complete your study then, please let us know.

Your expiration date has been changed.
Thank you,
Cindy

UNLV

Continuing Review/Progress/Completion Form

Code of Federal Regulations 45CRF46.109(e) and UNLV Human Subjects Policy: An IRB shall conduct continuing review of research covered by this policy at intervals appropriate to the degree of risk, but not less than once per year, and shall have authority to observe or have a third party observe the consent process and the research.

Instructions:
    1. CITI certification (www.citiprogram.org) must be current at the time of protocol submission.
    2. Complete all sections of this form.
    3. Submit a copy of the current approved Informed Consent Form(s) used for this study.

Note: 1. INCOMPLETE FORMS WILL BE RETURNED.
       2. For your records, it is important that you keep a copy of this completed form.

General Information

Submittal Date: 7/14/2016   Principal Investigator's Name: Mary-Ann Winkelmes

Protocol Title: Transparency in Learning and Teaching in Higher Education

Protocol Number: 711238-5   Last Approval Date: July 12, 2016

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

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Research Team Members

    Please list all approved research team members currently working on this research study: Mary-Ann Winkelmes, Tondra De, Matthew Bernacki, Kathryn Harriss Weavil, Jeremy Aguero, Michelle Boghossian, Jeffrey Butler, Daniel Richard, Carol Hurney, Laura Cruz, Anna Flaming, Eli Collins-Brown, Michael Palmer, Keisha Paxton, Jennifer LaFleur, Emily Gravett, Carolyn Weisz, Kathryn Oleson (under separate review now to be an additional research team member).

    Note: A modification should be submitted for any research team members added after the protocol was approved.

Enrollment

    Is enrollment complete? ☐ Yes   ☒ No

        If yes, please check all that apply:

            ☒ Subjects are still receiving treatment

            ☐ Treatment is complete for all subjects

            ☐ Follow up by review of records (no ongoing contact with any subjects).

            ☐ Data analysis only. No subject contact and no medical records review.

        If no, please answer the following:

            State the number of subjects enrolled since the last approval? 0

            State the number of subjects needed to complete the study?   100,000

Have any adverse events occurred during the course of this study?   ☐ Yes   ☒ No
    If yes, please explain: _____

Have any unanticipated problems involving risks to subjects occurred?	☐ Yes	☒ No

If yes, please explain: _____

Have any subjects withdrawn from the research study?	☐ Yes	☒ No

If yes, please explain: _____

Have you received any complaints about the research study?	☐ Yes	☒ No

If yes, please explain: _____

Summary

Please provide a brief summary of the research progress: Recent Findings: Transparency in Learning and Teaching in Higher Education
A 2015 study (Winkelmes, et al., (Peer Review, Winter/Spring 2016) identified transparent teaching about problem-centered learning as an easily replicable teaching method that produces learning benefits already linked with students' success. This simple, replicable teaching intervention demonstrably enhanced the success of first-generation, low-income and underrepresented college students in multiple ways at statistically significant levels, with a medium-to-large sized magnitude of effect. The results offer implications for how faculty and educational developers can help their institutions to right the inequities in college students' educational experiences across the country by contributing to efforts to increase underserved students' success, especially in their first year of college (when the greatest numbers drop out).
In 2014-2015 a group of 7 Minority Serving Institutions launched a pilot project that included 1180 students and 35 faculty. The main research goal was to study how faculty transparency about the design and problem-centered nature of student assignments would affect students' learning experiences and the quality of students' work. Faculty received training on how to make two take-home assignments in a course more transparent (accessible) and problem-centered (relevant) for students, and each instructor taught a control group and an intervention group of the same course in the same term. Results were measured via online surveys about students' learning experiences before and after each course, and direct assessment of students' work. Students who received more transparency reported gains in three areas that are important predictors of students' success: academic confidence, sense of belonging, and mastery of the skills that employers value most when hiring. While the benefits for all students in the aggregate who received more transparency were statistically significant, the benefits for first-generation, low-income and underrepresented students were greater, with a medium-to-large sized magnitude of effect. Important studies have already connected academic confidence and sense of belonging with students' greater persistence and higher grades (Walton and Cohen 2011, Aronson et al 2002, Paunesku et al 2015), and recent national surveys identify the skills that employers value most when hiring new employees (Hart 2015 and 2013).
A simultaneous study of 1,143 University of Nevada, Las Vegas (UNLV) students' retention rates indicated that increases to academic confidence, sense of belonging and perceived mastery of employer-valued skills were indeed followed by greater persistence: 90.2% of UNLV undergraduates in more transparent introductory-level courses returned to complete the fall term of the subsequent academic year, in contrast to the average retention rate of 74.1% for first-time, full-time, first-year students.
TILT Higher Ed and the AAC&U continue to promote transparency and problem-centered learning. TILT Higher Ed participants include more than 25,000 students in hundreds of courses at 40 higher education institutions in the U.S.

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 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 submitting 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.