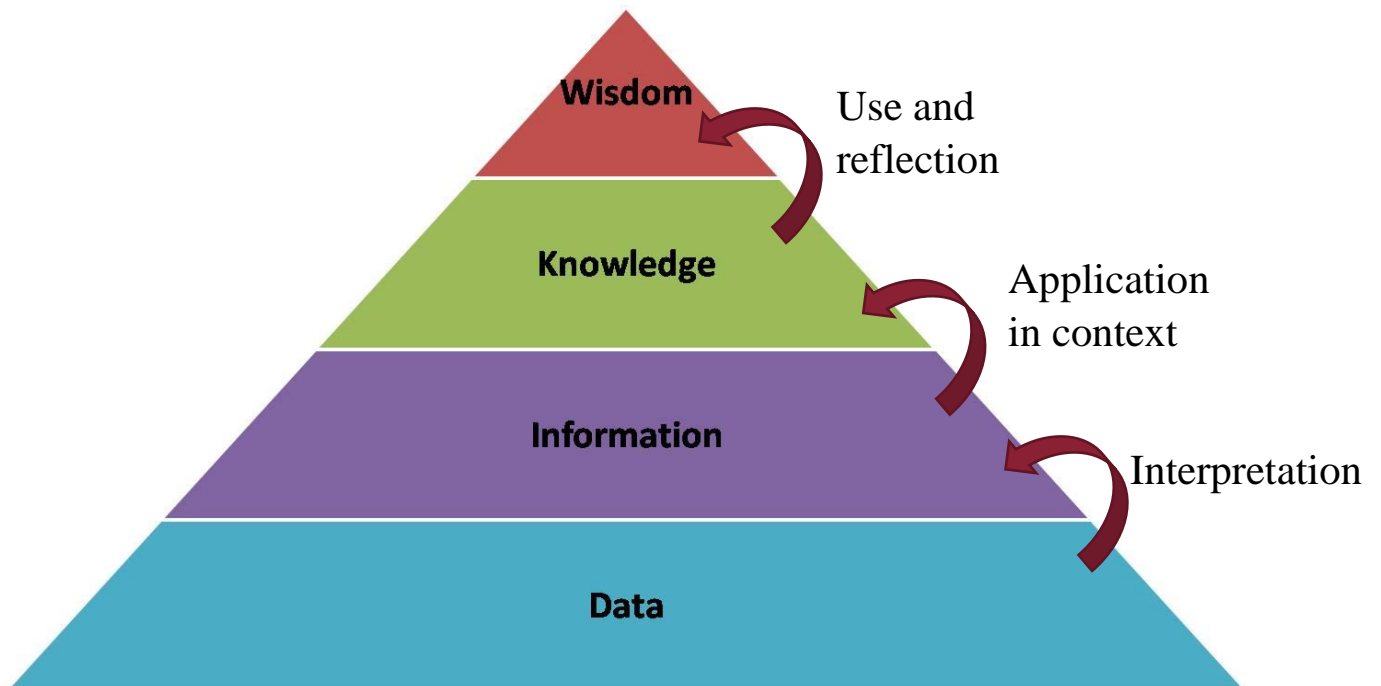


Sacramento City College
Research Handbook
Spring 2018 Edition



"Data doesn't give us answers. It helps us ask the right questions."

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Important note: If you are at all uncertain about what data you need, talk with one of the PRIE Staff – we are happy to help. We are located in *Rodda Hall North*, RHN 221.

Introduction

The PRIE Office is responsible for institutional research at SCC, which includes compiling and tracking student enrollment and outcomes data. We can help with current and historical information on SCC's student population, research reports, and relevant data and reports at other sites.

The PRIE office staff are available as a general resource for assistance with survey design, database design, data analysis, student learning outcomes assessment and special studies on program/service effectiveness.

The purpose of the Research Handbook is to provide a general understanding of rules and guidelines associated with research requests, data usage requirements and best practices, and resources where existing data is available or can be found.

As always, if you are at all uncertain about what data you need, talk with one of the PRIE Staff – we are happy to help. We are located in *Rodda Hall North*, RHN 221, or we can be reached at extension 2511.

Types of Data Used at SCC

Most common types of data we are asked for include information about:

Access / Usage: Information about student access to, or use of, college activities. It can include information about the number or characteristics of students who are in a program, course, service, or intervention. It can also include data about students who complete parts of a program or use different aspects of a service.

Student Experience: Information about the students' perception of their experience. It can include student ratings of the value of an intervention, course, etc. This data is often based on surveys, focus groups, interviews, or other similar methods.

Success / Outcomes: Information about student outcomes in courses, programs, etc. The most common type of data used for student outcomes work is successful course completion rate. Outcomes can also include student completion of steps of a process (e.g. completion of matriculation steps) or progress through a course of study.

Types of data that are relatively easy to find or for PRIE to produce:

Data on enrollment, course success, and course retention for departments.

The PRIE Office provides a standard set of data on the [Program Review & Unit Planning Data \(Local Intranet Only\)](#) website. The website includes six years' worth of data for each instructional division, department, and for the college as a whole. It includes:

- Total enrollment in the division/department's courses
- Enrollment broken out by student demographic group (age, gender, ethnicity, etc.)
- Overall course success and course retention
- Course success by student demographic group
- WSCH, faculty FTE, and productivity
- Number of degrees and certificates awarded
- Number of students declaring majors in the department
- The educational goals of students majoring in the area

Data on enrollment and course success for specific courses or sets of courses:

The PRIE Office can produce data on enrollment, course success, and course retention for specific courses or sets of courses. Please note that PRIE will not generally release data associated with an individual professor except to that professor.

Data from existing surveys of students or college employees:

The overall results of surveys conducted by the PRIE Office are posted on the [PRIE survey reports webpage under the Research tab](#). Additional breakouts of survey data are often possible.

The PRIE Office conducts a number of surveys, including:

- Community College Survey of Student Engagement (CCSSE)
- Survey of Entering New Student Engagement (SENSE)
- Student Tutoring Survey
- Student Perception of Progress Survey

Data from the State Chancellor's Office (CCCCO):

Some types of reporting require the use of data provided by the CCCCCO, which is posted online and can be reached by clicking the links below. PRIE can help you access and interpret the data.

- [SCC Student Success Scorecard](#) (linked at bottom right of all SCC pages)
- [CCCCO Data Mart](#)
- [CCCCO Launch Board](#)

Types of data that could take longer or be more difficult to analyze:

New surveys of students or college employees:

It can take a while to develop and administer a new survey. We can work with you to be sure that the question wording is clear and to figure out the best way to administer the survey (e.g. online or on paper).

Data about a specific group of students or a type of intervention that has not been studied before:

In this case, we will probably need to work with you to figure out how best to approach your overall question. We call this operationalizing the question and it might take a few meetings with you to be sure we have it right.

Data that requires combining information from more than one source:

It will take the PRIE Office more time to work with data that combines information from more than one of our data files. For example, if we have to combine information from the student application with information from student transcripts or information from student services, this makes the task more complex. We can do this, it just takes a bit longer.

Data about small groups of students:

In order to get a large enough sample size, we may need to combine several semesters of data. If you are studying a new program or intervention, there may not be enough information to analyze your data in the first semester that you ask about it. In that case, we can look at other ways to approach the question.

Some Places to Find Data on the SCC Webpages

Please find the websites listed below by hovering over the underlined portion of the bullet point and clicking on it, or by following the pathway listed.

- [CCCCO Data Mart](#)
- [Institutional Effectiveness \(IE\) Reports](#) (Faculty & Staff> Inside Sac City> Institutional Effectiveness> Institutional Effectiveness Reports)

The Institutional Effectiveness (IE) Reports provide a summary of data in areas related to strategic planning for the college. At the broadest level, the IE Reports provide an overview of the effectiveness of student learning and institutional processes across the entire college.

These reports are used by the College Strategic Planning Committee and the Planning, Research and Institutional Effectiveness (PRIE) Committee. For example, the PRIE Committee reviews data from these reports and chooses critical data for focused discussions in many venues across the college.

The following reports can be found on the [PRIE website under the Institutional Effectiveness tab](#).

- Factbook Report
 - Indicators for College Goals
 - Benchmarks Report
 - Enrollment Report
 - Matriculation & First-Year Students Report
 - Basic Skills Report
 - Student Achievement Report
 - Student Learning Outcomes Report
 - Staff & College Processes Report
 - Environmental Scan Report
 - Student Equity
 - Student Voices
 - Student Success
- [PRIE Data Dashboard](#) (Faculty & Staff>Inside Sac City>Research>PRIE Dashboard)

The PRIE Data Dashboard is a data visualization tool. It graphically presents data on enrollment and student outcomes and allows the user to disaggregate the data in different ways. The data is available at the college, division, and department level.

- **Program Review & Unit Planning Data** (Faculty & Staff> Inside Sac City> Research> Program Review & Unit Planning Data)

The Program Review & Unit Planning Data is a Local Intranet Only website. The database includes six years' worth of data for each instructional division, department, and for the college as a whole.

The standard set of data can be found on the [PRIE website under the Research tab.](#)

- Total enrollment in the division/department's courses
- Overall course success and course retention
- Enrollment broken out by student demographic group (age, gender, ethnicity, SSSP)
- Course success by student demographic group
- WSCH, faculty FTE, and productivity
- Number of degrees and certificates awarded
- Number of students declaring majors in the department
- The educational goals of students majoring in the area

- **Research Request Form** (Faculty & Staff> Inside Sac City> Research> Research Data Request Form)

- **SCC College Planning Data and Reports** (Faculty & Staff> Inside Sac City> Research> College Planning Data and Reports> click any tab below *the Data and Reports* heading for more detailed information)

The College Planning Data & Reports website includes many types of data arranged in the areas shown below. Each area expands to show the data that are included.

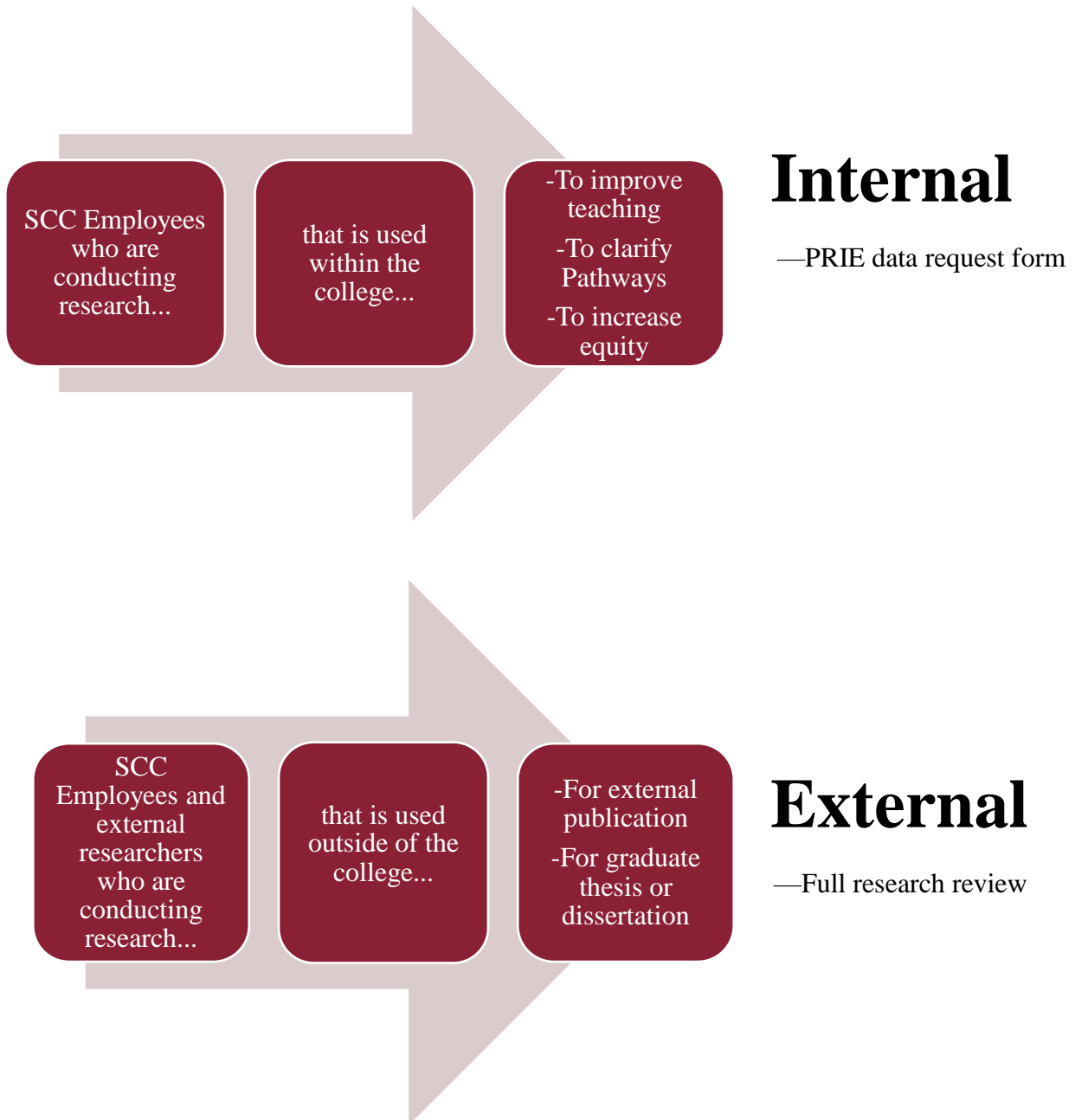
The following reports can be found on the [PRIE website under the Research tab.](#)

- Accountability data
- Student achievement data
- Student characteristic data
- Student demographic data
- Enrollment data
- Transfer data
- SCC fact books from past years
- PRIE data reports.

- **SCC Research Reports, Briefs, and Survey Findings** (Faculty & Staff> Inside Sac City> Research> College Planning Data and Reports> click *Reports* tab)
- **SCC Student Success Scorecard** (linked at bottom right of all SCC pages)

Is it an “Internal” or “External” Data Process?

Most data requests from SCC employees are under the “Internal” data process and require only a brief PRIE data request form. However, if the data is to be used outside of the college, it may fall under the “External” data process, which includes a full review.



Important note: If you are at all uncertain about what data you need, talk with one of the PRIE Staff – we are happy to help. We are located in *Rodda Hall North*, RHN 221.

Asking PRIE for Data: General Overview

Think about your overall question. What is the goal of your work? Would it be helpful to look at information about steps along the way to that goal? Sometimes the overall goal of our work is something that is far away from the intervention that we are trying. For example, the overall goal of a change in matriculation processes may be to increase graduation rates, but many things will happen in between the intervention and graduation. In these cases, it is often more useful to look at something closer to the intervention – “leading indicators”. For example, perhaps students using the new matriculation process sign-up for classes sooner, or sign-up for more classes, or are more likely to complete an iSEP.

Decide what type of data you need to address your question. Do you need data on how many students used a program or intervention? Do you need information about what the students think about something? Do you need information on student success in courses or student achievement of degrees/certificates? Be as specific as possible. If feasible, choose something that doesn’t require extensive development of new types of data. It may be helpful to look at the previous section of this handbook, which outlines the types of data that are often requested.

Remember that the data might not provide proof of causation, but can still provide actionable information. As a college, we are trying many things at once, and we hope that our collective efforts moves the needle for students. Program evaluation data often tells us that we are probably making a difference, but doesn’t provide proof that our work is the only thing affecting the students’ outcomes. So we interpret the data carefully and use it to improve our efforts.

Decide what students and what semesters will be studied. What group of students will you ask about and how many students are likely to be part of your data? Remember that if we break the data out by student characteristic (e.g. race/ethnicity, age, etc.) you’ll need a lot more students in your study, so no one group is too small. Usually, information about a small number of students isn’t very useful.

Fill out the data request form. The PRIE office gets a lot of requests for information. We use the data request forms to keep track of it all. Thank you for filling one out!

Student Research Projects:

Student research projects that are part of class work should follow the same internal and external guidelines. The student’s research project will be treated as internal research if the information will not be used externally. If the student wants to publish their findings in a journal, book, proceedings, etc. it will be treated as external research and will need to follow the external research process. Student research projects should always follow the best practices set forth in this document, regardless of the student’s decision to use internally or externally.

Important note: If you are at all uncertain about what data you need, talk with one of the PRIE Staff – we are happy to help. We are located in *Rodda Hall North, RHN 221.*

Common Research Questions and How to Find Related Data

Usage Data: Who is my program/activity serving?

PRIE can provide usage data for some areas of the college, but in other cases, you'll need to get the usage data from the records of the program or activity. Talk with us and we'll help you figure it out. If there is a list of student ID numbers for those students in the program/activity then PRIE can use that to access data about the characteristics of the students. This is useful for questions such as "does my program/activity serve disproportionately impacted groups?"

Student Experience Data: What do the students think about...?

PRIE can help you design a survey or other method of assessing how students perceive their experience with your program, classes, etc. In some cases, we may have data already from one of the surveys that the college runs on a periodic basis. Check out our [survey data reports page on the PRIE website](#) for an overview of the major surveys. Come by the PRIE office to discuss how we can help you with surveys, focus groups, etc.

Outcomes Data: How are my students doing? Is our intervention working?

Looking for information on course success or course retention for students in a given discipline or division or on the number of students completing degrees or certificates in given area? That is available in numerical form through the [Program Review & Unit Planning Data](#) website (Faculty & Staff> Inside Sac City> Research> Program Review & Unit Planning Data). Even more data, presented both as charts and as numerical tables, is available through the [SCC Data Dashboard available on the PRIE website](#). You can break out the data by student characteristic.

For other "how are they doing?" questions it's best to talk with the PRIE staff early in the development of your question. We'll ask you to define "my students" – Those in a specific set of courses? Those who are part of an intervention or service that you've implemented? We'll also ask you to define "how are they doing?" – Success in courses? Staying in college? Then we can develop the data that you'll need.

College Process Data: What data do I need for an instructional Program Review? How do I show that a prerequisite is needed?

Data for instructional program review is on the [Program Review & Unit Planning Data](#) website. If you need additional data, please put in a data request form and we will work on it. If you are unsure of what data is needed, come by and we'll help you sort it out.

If you are thinking about adding a Math or English prerequisite to a non-Math/non-English course you will need to have a research study analyzing the impact of the prerequisite. PRIE is able to do that work, just let us know.

Filling Out the PRIE Data Request Form

Internal Research Data Request

Note: FERPA permits an educational agency or institution to disclose, without consent, personally identifiable information from students' education records only to school officials within the educational agency or institution that the educational agency or institution has determined to have legitimate educational interests in the information. Generally, a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. 34 CFR § 99.31(a)(1). This may limit what data PRIE can provide for the request.

Date of Project Request:	
Contact Person:	To help avoid confusion, it's best to list one person here, even is a group is working on the project.
Email:	Contact person's email
Department & Phone:	Contact person's department and phone
Manager Approving the Data Request:	Let us know which Dean, or other manager, has approved the data request.
Requested Due Date:	<p>Give us a least a few weeks in most cases. If there is flexibility in the due date it may be helpful to chat with PRIE first as some kinds of data take much longer to develop than others.</p> <ul style="list-style-type: none"> • In some cases, we may have already developed the data for a different project – in that case, you may get it very quickly. • In some cases, we may have to wait to receive data from District Office or other sources and won't be able to start on your request for a while.
<p>Is the project (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Required for external reporting (ACCJC reports, DO reports, BSI reports, grants, etc.). <input type="checkbox"/> Required for college processes (program review, pre-requisite validation, curriculum process, etc.). <input type="checkbox"/> Part of student achievement data analysis or SLO assessment. <input type="checkbox"/> Exploratory in nature (new data being developed for the first time). <input type="checkbox"/> Other; please describe: 	<p>Projects that are required for external reporting or college processes generally have to be given a higher priority for completion than those that are exploratory in nature.</p> <p>If your project is in response to required reporting, please send us any materials that will help us respond to the reporting requirements (e.g. the reporting instructions or template).</p>
Other:	If you picked "other" in the last box, let us know what type of project you are working on. For example: Is it data for a meeting at which you are presenting? Is it data for use within your department to address a specific project? Etc.

1. Overall question:

Describe the question that you are studying and how you hope to use the data. If you are evaluating the impact of an intervention or program, let us know that, preferably before you implement the intervention or program.

It is often a good idea to talk with one of the PRIE staff about your overall question before submitting the data request. We may be able to help you choose the best type of data for your question. We may even be able to steer you to data that is already available on the SCC website or the State Chancellor's Office websites.

2. Specific measures or metrics to be included (e.g., course success rates):

Tell us what you are measuring. This has to be quite specific so that we can provide you with actionable information.

It simplifies things if you can use a type of data metric that the PRIE Office often provides to the college – e.g. successful course completion, course retention rate, enrollment numbers, etc.

If you're looking to develop a new measure, rather than use a metric we often provide, be sure to include a data definition. If you don't know exactly what data metric you need, come and talk with a PRIE staff member.

3. Specific populations to be included (e.g., males compared to females):

Tell us what overall group you want to study – e.g. all students in History classes, or all students using the Transfer Center, or all students who are SESI applicant.

Tell us how you want the data to be broken out for subpopulations. We can break out the data by student age, race/ethnicity, etc. Important note: The detailed data for any group with 10 or fewer individuals in a given category will not be reported. This is to protect student confidentiality.

4. Semesters to be included (within the last 5 years):

Let us know what semesters to include. Please note that we don't get the end-of-semester data from the District Office until a couple of months after the semester is over.

5. Deliverable notes (e.g., data only (no analysis), Excel file, Word file, full analysis report (PDF), etc.):

We can send you a file with the data or do a full report with our interpretation of the story that the data tells.

Important note: If you are at all uncertain about what data you need, talk with one of the PRIE Staff – we are happy to help. We are located in *Rodda Hall North, RHN 221.*

Some Rules and Guidelines for Requesting or Releasing Data

Can an SCC employee have access to individual student records?

Only within very strict limits. FERPA and Ed Code rules restrict access to student records and student identifying information. (FERPA 99.31(a)(1) Ed. Code 76243(a)(1) R2265.4.2.) Information from a government website related to FERPA restrictions is shown below.

- *Under FERPA, may an educational agency or institution disclose education records to any of its employees without consent?*

No. FERPA permits an educational agency or institution to disclose, without consent, personally identifiable information from students' education records only to school officials within the educational agency or institution that the educational agency or institution has determined to have legitimate educational interests in the information. 34 CFR § 99.31(a)(1). Generally, a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Information on the FERPA policy is available on the [United States Department of Education webpage](#).

PRIE's guidelines have been that individual student information will be provided only if a compelling case can be made that the job responsibilities of the individual cannot be completed without this information. Normally in that case, the individual already has access to the information as part of his/her required work.

What about "directory information"?

Under FERPA rules "directory information" can be released without a signed student consent. That information includes student name, major field of study, and participation in activities such as college student government or college athletic teams, dates of attendance at the college, and degrees/certificates awarded. Note that this information cannot be connected to any of the records protected under FERPA. For example, we can say that student X attends SCC, but cannot provide any grade data or other protected data along with that student's name.

How is student confidentiality protected in aggregate data?

Normally PRIE will provide only aggregate data on students. In order to protect student confidentiality, data will be suppressed when there are 10 or fewer individuals in the group.

Will the PRIE Office share information about the course success data of individual professors?

The PRIE Office will not release information about overall course success or course retention data to anyone who doesn't already have access to the grade records for that course – i.e. the professor who taught the course or that professor's dean. For example, if an individual professor submits a research request for course success broken out by student demographics for his/her courses, PRIE will provide the data to that professor. However, if a department chair were to ask for this information about other professors in the department, we would not provide the data, unless those other professors ask us to do so. Course data can be released if multiple people teach it, as long as the results aren't disaggregated by instructor.

Best Practices When Conducting Research at a College

One of the most important components of any study that involves the collection or use of data from human subjects is the inclusion of a plan that assures that each study participant will be protected from any form of physical, emotional or social harm. Whenever you plan to use data about our students, your study should include the following:

Ensure that the research participants are not at risk. Risk to participants includes not just physical risk, but also psychological stress, the risk of a lower grade in a class, etc. Avoiding any risk is not as easy as it sounds. Sometimes an insensitive question may evoke memories or responses that cause real psychological stress to the research participant. Carefully review your questions and tasks to ensure that this risk is avoided. Be sure that students know that participating will not harm their grade in any course at the college.

Ensure that the research participant has given their “informed consent” to participate in the study. Informed consent implies that the research participant has been informed with regard to what will be required of them, as well as any possible risk that they might face. The research participants must know that they have the right to opt out or refuse to participate without any negative consequences.

Protect the anonymity/confidentiality of the research participant. Every research project involving human subjects—particularly those that collect personal information—should have procedures in place to protect the participant’s confidentiality and/or anonymity.

- Confidentiality: *While the researcher may know who the research participants were, access to the data is restricted, so that nobody else will be able to match research data to a particular participant.*
- Anonymity: *Information about who gave which response must be protected. Records should not include participant names associated with specific responses. Identifying details of individuals should not be reported. (For example, the research report cannot say “the only African American woman over 50 in the study said that...”.)*

Data provided by the PRIE Office will protect anonymity and confidentiality of the participants. If you have any questions about how to protect anonymity or confidentiality, contact your college Faculty Researcher or PRIE staff.

Maintain careful data security. Some research projects collect sensitive information about a study participant. Do not collect the most sensitive information – e.g. social security numbers. Classroom-based research often uses student IDs, which allows for linking data to an individual. Be careful with this information. Keep all data records locked in a cabinet. Password protect all data files if possible. Consider encrypting data files—so that nobody can access them—but yourself. If you need help with any of these, or other security procedures, contact your college Faculty Researcher or a PRIE staff member.

Important note: If you are at all uncertain about what data you need, talk with one of the PRIE Staff – we are happy to help. We are located in Rodda Hall North, RHN 221.

External Research Data Request Guidelines

If an external researcher would like to request permission to conduct research at SCC, and/or other colleges in the Los Rios District, approval is required through our local research review process to gain approval for the work to occur at SCC. The following guidelines apply to persons not employed in LRCCD, who wish to conduct research about our colleges, or for LRCCD employees who are conducting research for external purposes (graduate degree work, publication, etc.). If an outside researcher approaches you to ask if your students or your colleagues will participate in external research, direct them to the PRIE Office for more information.

If an SCC employee is conducting research that is to be released external to the college (e.g. via a journal publication or graduate thesis/dissertation), and plans to use data either from college students or college employees, he or she should contact the college Faculty Researcher and/or the PRIE Office. It is likely that this research will fall under the External Guidelines and require a research review for approval.

As with any professional research, approval is contingent upon a review of the research plan to ensure that there is no risk to participants, that informed consent is followed, and that anonymity and confidentiality are guaranteed. Please note that, because our local review is only an informal IRB, we ask that external researchers have permission from a formal IRB at their home institution.

Requirements for submitting a proposal:

If a request relates to a single-college study, it should be submitted to the Dean responsible for research at the college. Requests related to more than one Los Rios College should be submitted to the Director of the District Office of Institutional Research. In both cases, a formal research proposal using the LRCCD External Research Request form must be submitted including the following attachments: University/external agency approval, including a copy of approved guidelines for human subjects in the research; an abstract of the proposed research; draft survey instrument or interview protocol; and/or a sample consent form that participants will sign, as appropriate, depending on the nature of the study. The proposal will be reviewed for consideration of approval based upon college/district criteria.

Requirements of investigator upon project approval of an external research project:

Ensure that the research participant is not at risk: This means that the questions you ask or the tasks that the participants are expected to complete will in no way harm them. Care must be taken to ensure that questions are not loaded, insensitive, or biased in any way. Careful piloting of questions is required.

Ensure that participants have given their informed consent: Informed consent implies that the research participants have been informed with regard to what will be required of them, as well as any danger or risk (physically or psychologically) they may face. The participants must know that they have the right to opt out or refuse to participate at any time during the research.

Protect the Anonymity/Confidentiality of the Participants: Every research project involving human subjects—particularly those that gather or utilize personal and/or sensitive data—should have procedures in place to protect the participants’ confidentiality and/or anonymity. The investigator must ensure that all data will be reported at the aggregate level *only*, i.e., no individuals (students, faculty, staff, etc.) will be identified. In order to preserve individual anonymity, in a case where there is a small "n" (less than 5 records), which might reveal the identity of individuals, the researcher(s) will not make the data available. Upon completion of the research study, all data files that contain individual identification data must be destroyed.

Research Approval and Review: As with any professional research, approval is contingent upon a review of the research plan to ensure that there is no risk to participants, that informed consent is followed, data security protocols are in place, and that anonymity and confidentiality are guaranteed. Please note that, because our local review is only an informal IRB, we ask that external researchers have permission from a formal IRB at their home institution.

Research Approval is for a One-Year Period: Approval to conduct research is for a one-year period. Research activities that must last more than one year are subject to annual review. It is the investigator’s responsibility to inform the college or district research office that the project has been completed or that they wish to renew the research request. Renewal requires a brief status report about the research. Prior to publication, a copy of the research report will be shared with the research office approving the study.

Changes to the Research Project or Its Design: If, during the course of any research project, a change in design is made such that the research methods or techniques are different, or the risk/benefits balance have been altered, or the informed consent is modified in some way, the college or district research office must be informed in writing for subsequent approval prior to proceeding with the research.

What you must submit for review:

1. [LRCCD External Research Data Request Form](#) that can be found on the [PRIE website under the Research tab](#).
2. A detailed description of the proposed research including research methods, timelines, protections of anonymity and confidentiality, and data security protocols.
3. Copy of university/agency research approval, including approved guidelines for human subjects in the research
4. Consent form for participants (if appropriate)
5. Draft survey instrument and/or interview protocol (if appropriate)

Where to submit your proposal:

- Research involving more than one LRCCD College: Contact the LRCCD Director of Institutional Research at: 916)-568-3131 or by e-mail at <mailto:IR@losrios.edu>
- Research involving Sacramento City College: Contact the Dean of Planning, Research & Institutional Effectiveness at: (916)-558-2512

Glossary

CCCCO	The California Community Colleges Chancellor's Office
Successful Course Completion Rate (aka Course Success)	<p>Course success is defined as a grade of A, B, C, Pass, or Credit. The successful course completion rate for a group or class(es) is the percent of all grades for that group or class(es) which are successful.</p> <p style="text-align: center;"><u>A, B, C, P, CR</u> A, B, C, P, CR, D, F, NP, I, W</p>
Course Retention	<p>Course retention is defined as staying in the class long enough to get a grade. In other words, the course retention rate is the percent of students who did not withdraw from the class.</p> <p style="text-align: center;"><u>A, B, C, P, CR, D, F, NP, I</u> A, B, C, P, CR, D, F, NP, I, W</p>
Disaggregated	Data that is broken out by some characteristic of the group, the courses, the service, or intervention being studied. Examples include student data broken out by age or ethnicity, course data broken out by location or modality, etc.
External Data Request	A request for data that will be used externally to the college. For example, data requested by researchers for university studies, data used for journal publications, data requested by external vendors, etc.
External Publication	An official publication of an organization external to the college such as a journal, a university program, a dissertation, etc.
FTE	<p>Full-Time Equivalent.</p> <ul style="list-style-type: none"> • FTE students = a number showing how many full-time students would equal the number of units taken by the actual mix of full-time and part-time enrolled students. • FTE faculty = a number showing how many full-time faculty would equal the number of units taught by the actual mix of full-time and part-time faculty.
Informal IRB (aka local research review process)	<p>An IRB is an Institutional Review Board. A formal IRB is an official body that reviews research to ensure the rights and safety of human subjects.</p> <p>At SCC we do <u>not</u> have a formal IRB. We have a local research review process that is similar in intent, but does not have the official government documentation (Formal IRBs are regulated by the Office for Human Research Protections).</p>

	Note: Research in educational settings that is used within the institution to improve instructional strategies is exempt from formal IRB approval under the Code of Federal Regulations 45 CFR 46 (info from hhs.gov under Office of Human Research Protections).
Informed Consent	Informed consent is the voluntary agreement of a person to participate in research after being given full information about his or her rights and any risks for benefits associated with that participation. The researcher must have a signed informed consent document from each participant.
Internal Data Request	Research conducted at SCC for use within the college in order to improve instructional strategies or assess the impact of services or interventions. Examples include: Data on the number of students using a service, surveys of student or staff opinion, student outcome data provided by PRIE, etc.
Local Intranet Only	Webpages that are available only from campus computers.
PRIE Committee	The Planning Research and Institutional Effectiveness Committee is a college Standing Committee. It acts to support the use of college data and to provide feedback to the PRIE Office.
PRIE Data Request	An online form used to request data from the SCC PRIE Office about college metrics.
PRIE Office	The Planning Research and Institutional Effectiveness Office is responsible for institutional research at SCC, facilitates the college planning processes, supports accreditation processes, and assists with grant paperwork.
WSCH	Weekly Student Contact Hours is a measure of the number of hours of instruction per week multiplied by the number of students in the class.