

**Southern Utah University
Institutional Review Board
2020-2021 Annual Report
May 2021**

Prepared by Dr. Bryan Koenig, IRB Chair, and Clayton Cox, student worker

1. Abstract

The SUU IRB increased from 11 to 14 members this year, adding two new positions due to the restructuring of SUU's colleges, and a second Education Reviewer. A major IRB accomplishment this year was revising the guidance for researchers as they prepare consent forms. The IRB has also been emphasizing outreach to help researchers to navigate the IRB review process.

During the 2020-2021 academic year, the SUU IRB received 207 applications and approved 179 of them. This was 12 fewer submissions than the prior academic year. Despite the small reduction compared to the prior year, the overall trend across years of increasing numbers of submitted applications is expected to continue. IRB submissions were received from every college, but the most were from three programs/departments, the Education MA Graduate Program, the Department of Psychology, and Department of Kinesiology and Outdoor Recreation. They submitted 29%, 27%, and 12% of all applications, respectively. Of the applications that were approved, 4 were approved as class projects, 158 as exempt, 15 as expedited, and 2 were full board reviews. A quarter of applications were approved in about 1 week, more than half in 2 weeks, and three-quarters in less than a month. The average review time decreased from 20 days last year to 16 days this year.

Looking forward, the SUU IRB seems to be in good shape regarding membership. Like last year, improvements are ongoing and planned. Ongoing (incomplete) projects include revising SUU's IRB policy (Policy 6.20) and revising the IRB application form, both the general form and a specially-requested form for use by education graduate students. Planned projects include switching to an online application submission platform and revising the SUU IRB webpage. The Education graduate program plans to have classes in which students submit IRB applications during the summer, so the number of applications submitted in the summer may increase.

2. SUU IRB Committee Membership

The SUU IRB committee was comprised of 14 members at the conclusion of the 2020-21 academic year (see Table 1), which is three more than last year. This reflects changes to college structure at SUU and having two Education reviewers rather than one. Elizabeth Pierce is the inaugural representative for the College of Science, as is Mohammad Askar for the College of Engineering and Computational Science. Betty Ann Rember stepped down as the Education Reviewer, but the College of Education and Human Development provided two replacements, William Davis and Stacy Hurst. Education Reviewers do independent reviews of applications, so having two benefits the IRB. Jennifer McKenzie replaced Jim Mock as representative for the College of Humanities and Social Sciences. This was the second year in which the IRB had a

student worker (5 hours per week). The student worker continued to do preliminary reviews of applications for completeness and provided a courtesy notification of receipt of applications. He also helped prepare this report and worked on revisions to the IRB application form.

Table 1. IRB committee membership at the end of the 2020-2021 academic year

Role	Name	Email	Expiry
IRB Chair	Bryan Koenig (began May 2019)	bryankoenig@suu.edu	Ongoing
Vice Chair	Mark Siemon (began March 2020)	marksiemon@suu.edu	Ongoing
SPARC	Sylvia Bradshaw (began May 2019)	sylviabradshaw@suu.edu	Ongoing
HSS	Michael Ostrowsky	ostrowsky@suu.edu	Spring 2022
BUS	Howard Hu	shu@suu.edu	Spring 2021
CPVA	Brian Beacom	brianbeacom@suu.edu	Spring 2022
COEHD	Jennifer McKenzie	jennifermckenzie1@suu.edu	Spring 2023
Library	Scott Lanning	lanning@suu.edu	Spring 2021
CHS	Matt Schmidt	schmidt@suu.edu	Spring 2023
Community Member	Kelli Price	kelliannprice@gmail.com	Spring 2021
EDUC	William Davis	williamdavis2@suu.edu	Spring 2024
EDUC	Stacy Hurst	stacyhurst@suu.edu	Spring 2024
*COS	Elizabeth Pierce	elizabethpierce2@suu.edu	Spring 2023
*CECS	Mohamed Askar	mohamedaskar@suu.edu	Spring 2023

* New position this year

3. IRB Application Submission Counts

The SUU IRB received 207 applications this academic year (see Table 2).

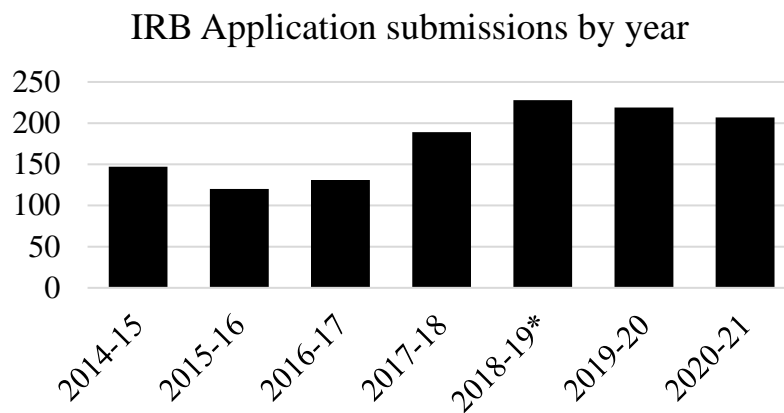
Table 2. Number of submissions during the last seven academic years

Acad. Year	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Total
2020-21	4	4	7	1	11	22	43	26	10	35	36	8	207
2019-20	3	2	7	5	27	11	69	8	19	24	36	8	219
2018-19*	6	3	2	5	21	41	41	5	24	18	33	29	228
2017-18	8	4	8	6	17	32	17	11	17	35	20	14	189
2016-17	5	1	5	4	12	21	11	6	20	20	15	11	131
2015-16	3	2	3	9	9	22	13	5	14	17	12	11	120
2014-15	2	5	8	9	17	22	24	4	13	24	13	6	147
Average	4	3	6	6	16	24	31	9	17	25	24	12	177

*Reported numbers are approvals rather than submissions, as submission date was unavailable.

This was 12 fewer than last year, but the third highest in record. Across years, the average number of submissions during fall semester (Sept-Dec) was 80, spring semester (Jan-Apr) was 78, and summer (May-Aug) was 19. The overall trend for an increase in the number of

submissions seems to have plateaued (see Figure 1), but this might be a temporary result of the COVID pandemic and related restrictions on in-person research. Given expectations of increased student enrollment at SUU, and the COVID pandemic resolving, the IRB chair anticipates continued overall increases in the number of applications.



*Figure 1. Number of IRB submissions by year, for the last seven academic years (*note: 2018-19 is IRB approvals rather than submissions)*

Researchers in all 8 of SUU's colleges submitted at least one application to the SUU IRB (see Table 3). Of the 207 submitted applications, the College of Humanities and Social Sciences submitted the most, 39%. The next most were submitted by the college of Education and Human Development (30%) and the college of Health Sciences (15%). Each of these three colleges had one department that accounted for most of its applications (psychology, education, and kinesiology/outdoor recreation, respectively). Those three colleges accounted for 84% of all applications, and their three departments accounted for 68%. Notably, the Education program submitted 17 fewer applications compared to the prior year, which the IRB did not expect. The education faculty had mentioned increased IRB applications in the 2021 summer, so perhaps they are reorganizing a similar number across the 3 semesters of the academic year. The "Other" category for 2020-2021 included 1 application from Counseling and Psychological Services (CAPS), 1 from the Honors Program, 2 applications from Utah Center for Rural Health, 1 application from the Welcome Center, and 1 from no department. (Note: these numbers are imprecise because some applications included researchers from multiple departments.)

Table 3. Number of applications submitted by college (or programs/departments within college, which are not added to totals)

College	2020-21	2019-20*	2017-18	2016-17
Education and Human Development	63 (30%)	119 (54%)	58 (32%)	50 (35%)
Education	60 (29%)	87 (40%)		
Humanities and Social Sciences	80 (39%)	73 (33%)	78 (43%)	54 (38%)
Psychology	55 (27%)	40 (18%)		
Health Sciences	31 (15%)			
Kinesiology/Outdoor Recreation	24 (12%)	30 (14%)		
Performing & Visual Arts	2 (1%)	0 (0%)	2 (1%)	1 (1%)
Science and Engineering		16 (7%)	22 (12%)	18 (13%)

Business	9 (4%)	2 (1%)	5 (3%)	2 (1%)
Engineering and Computational Sc.	2 (1%)			
Library	4 (2%)			
Sciences	13 (6%)			
Other	6 (3%)	9 (4%)	15 (8%)	19 (13%)
Total	210⁺ (101%)	219 (99%)	180 (99%)	144 (101%)

*Notes. Data unavailable for 2018-19. Years 2017-18 and 2016-17 included the following summer, whereas the prior summer is included in 2019-20, 2020-21, and for all years in Table 2. Colleges were restructured in 2020-2021.

⁺ Total is greater than 100% because some applications had multiple affiliations.

4. IRB Turnaround Time and Approval Types

Whereas the number of applications submitted is the primary indicator of IRB workload, turnaround time reflects IRB workload, availability, and efficiency—and (probably) influences “customer satisfaction.” Many factors influence turnaround time. Perhaps the most important is whether the application is a full board review or not. If not full board, then the IRB chair or a designee can review the application when convenient for them. Full board reviews, in contrast, must wait until the next monthly IRB convened meeting. Another factor that increases approval time is when submitted applications omit critical information. In such cases, the IRB must request clarification, and often researchers take a while to reply. Such reviews are included here.

A critical change was made in spring 2021. Prior to that, the IRB provided “conditional” approval letters, which approved projects with identified changes that had to be implemented before the project began. Starting spring 2021, we instead usually required verification of those changes before providing a final, “full” approval. This should not have impacted the work done by researchers, but it would push back the approval timeline because approval is provided later in the research development process.

Despite the change from conditional approvals to full approves, the review time for approved applications was shorter this academic year ($M = 16.13$) than last year ($M = 20.72$), see Table 4. This may be due to fewer full board approvals compared to last year, which had 7.

Table 4. 2020-21 review times for approved IRB applications.

Approval Type	Mean days under review	SD	N
Class project	6.50	4.39	4
Exempt	16.18	12.09	158
Expedited	14.93	10.82	15
Full	40.50	4.21	2
Total	16.13	12.11	179

The SUU IRB approves applications under four categories: class projects, exempt, expedited, and full board reviews. The review times differed substantially across these types of approvals (see Table 4 and Figure 2). Class projects were approved most quickly, then expedited reviews, exempt reviews, and full board reviews took the longest, on average.

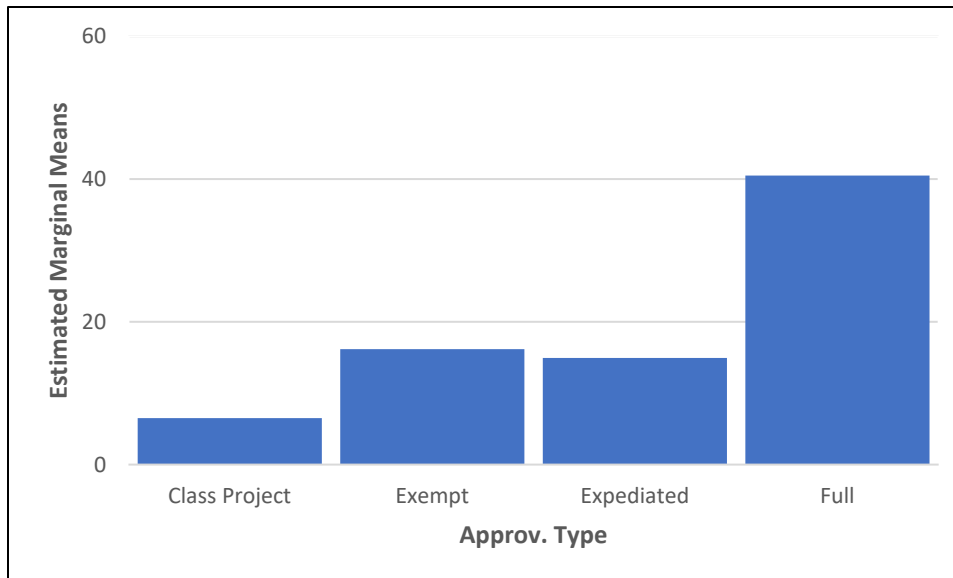


Figure 2. Mean days from submission to approval for approved IRB applications, by type of approval.

Approval times across applications varied substantially. The distribution of approval times was positively skewed, with only a few applications taking longer than 45 days (see Figure 3). Overall, 30% of applications were approved within 7 days, 61% within 15 days, and 92% within 30 days. The appendix includes the number of days under review for each approved application.

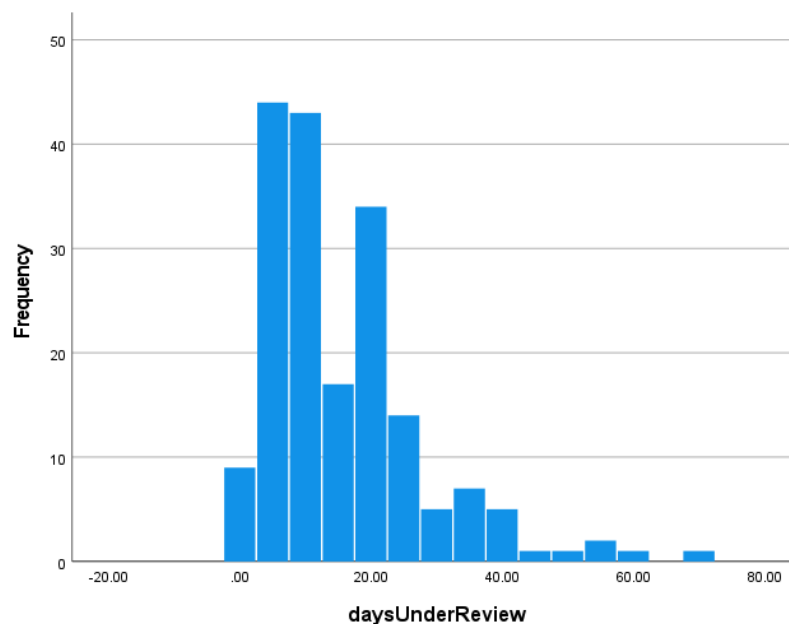


Figure 3. Histogram of how long applications were under review.

5. IRB Completed achievements

After having updated many of the SUU IRB's standard operating procedures and documents to align with the revised federal regulation last year, this year the IRB focused on outreach and continuing development of IRB documents.

1. Regarding outreach, this year, the chair attended the first year faculty weekly meetings held by the Center of Excellence for Teaching & Learning. He did guest lectures in three courses: Dr. Kelly Goonan's Behavioral Aspects of Outdoor Recreation, Dr. Brian Ludlow's Graduate Education Class, and Dr. Emily Dean's capstone class. He did a presentation at the Festival of Excellence called, *IRB 101: A User-friendly Introduction to Navigating SUU's IRB*. He also met with the faculty, director, and dean of the Education MA program to help address confusion about FERPA and IRB approval requirements.
2. The IRB chair provided an entry to Provost Office's Academic Leaders Handbook to help when people transition into being IRB chair.
3. The IRB overhauled its approach to guiding researchers on the consent process and writing consent forms. We stopped using a template approach. Instead, the chair developed and provided a guide to consent, along with two example IRB consent forms: one long, the other short.
4. We sought and received clarification from SUU legal that electronic "signatures" are best provided in a way in which the identity of the signatory can be verified or constrained, such as behind two-factor authentication in Canvas.
5. We had a 5-hour per week student worker assist with IRB responsibilities (e.g., communicating with researchers, recording application details in the master list, compiling IRB-related statistics). The Faculty Affairs office student worker also helped with IRB projects.

6. IRB Ongoing projects

1. We are revising SUU Policy 6.20 (i.e., SUBJECT: INSTITUTIONAL REVIEW BOARD FOR RESEARCH ON HUMAN PARTICIPANTS)
2. We continue to revise application forms and guides. We invested substantial time in revising the IRB application form itself, along with the creation of an application specifically designed for use by education graduate students (as requested by Education professor, Dr. Brian Ludlow)
3. The IRB vice chair, Dr. Mark Siemon, has been developing a policy and outreach documents regarding when research does versus does not require IRB review, such as for research projects completed in classes for educational purposes rather than to generate generalizable knowledge.

7. IRB Anticipated projects

1. Exploring online IRB application management software
2. Revise SUU IRB webpage

Appendix: Full list of applications approved during academic year 2020-2021 (sorted by days under review in descending order)

Submitted	Approval #	Days Under Review	Approv. Type	title
16-Nov-2020	24-012021a	69	Exempt	Improving Retention of the Alphabetic Principle with the Use of Multisensory Activities
2-Dec-2020	29-012021a	58	Exempt	Will stimulating the neurological cerebellum part of the brain increase skills to develop reading and writing over time with students that are diagnosed with dyslexia or a reading disability?
20-Jan-2021	18-032021a	57	Exempt	Impact of Soldier Height and Weight on Army Combat Fitness Scores
7-Oct-2020	02-122020c	56	Exempt	The Influence of Human Resources: A Study of Company Culture in Residential Treatment Centers
4-Dec-2020	24-012021b	51	Exempt	INFO 1010: Information Literacy Instructor Experience Interviews
22-Oct-2020	08-122020b	47	full board	Rural Communities Opioid Response Program (RCORP) Implementation 2 Grant - Utah Rural Opioid Healthcare Consortium (UROHC)
14-Dec-2020	24-012021c	41	exempt	Soft-School Closure Impacts of COVID-19
1-Jul-2020	10-082020a	40	exempt	Adverse Childhood Experiences in College Students
23-Mar-2021	02-052021a	40	exempt	Student Engagement in Preschool Large Group
7-Nov-2020	16-122020b	39	exempt	Using Trauma-Informed Educational Practices (TIEP) to Self-Regulate
29-Jan-2021	08-032021a	38	expedited	What are the Differences in Stress in High School and College Cross Country Runners
21-Jul-2020	27-082020a	37	exempt	The Effects of COVID-19 on Teachers and their Classrooms
2-Sep-2020	09-102020a	37	expedited	Marital and Relationship Research
5-Dec-2020	10-122021b	36	exempt	Sight Words: Investigating the Impact of Parent Learning on Student Outcomes
2-Feb-2021	28-092018d	34	full board	SUU Prep
8-Mar-2021	11-042021c	34	exempt	An Evaluation of Coach-Athlete Relationships: Pride as a Moderator
27-Oct-2020	29-112020e	33	exempt	Balancing Civil Liberties and Public Safety
12-Nov-2020	15-122020h	33	exempt	Phonemic Awareness Interventions
8-Feb-2021	11-032021a	31	exempt	Middle-aged Women and Resistance Training: Why are women not participating?
24-Feb-2021	26-032021a	30	exempt	Effects of Structured Pattern Multiplication Tables on 5th Grade Multiplication Fluency, Student Engagement, and Student Math Confidence
17-Mar-2021	16-042021a	30	exempt	Teaching Preschool Students to Problem Solve

16-Nov-2020	15-122020a	29	exempt	Can involving parents with their speech-impaired child during at-home speech therapy practice lead to improved speech production?
23-Mar-2021	21-042021	29	exempt	Impact of application Flipgrid on a Student's oral Willingness to Communicate (WTC) in a Spanish Foreign Language Classroom Setting
16-Nov-2020	13-122020b	27	exempt	The Effects of Self-Monitoring, Goal Setting, and Positive Internal Dialogue on Student Effort and Task Persistence
16-Nov-2020	13-122020a	27	exempt	Overcoming Challenges of Dual Language Immersion from the English Side
19-Mar-2021	15-042021	27	exempt	Improving second grade students' Chinese reading comprehension.
15-Dec-2020	10-012021c	26	exempt	The Effect of Different Types of Classical Music on Anxiety and Pain Perception
16-Mar-2021	11-042021b	26	exempt	Growth Mindset and Third Grade
14-Nov-2020	09-122020b	25	exempt	Learning Intentions and Success Criteria with Examples
16-Nov-2020	11-122020e	25	exempt	Effectiveness of Computer-Based Math Homework
16-Dec-2020	10-012021a	25	exempt	Lavender Aromatherapy for Anxiety Inhibition & Perceived Well-Being Enhancement
6-Jan-2021	31-012021a	25	exempt	Pairing Multilingual Students with Tutors in the Writing Center
11-Feb-2021	08-032021c	25	exempt	Student Leaders' Explanations of Leadership in Higher Education
11-Feb-2021	08-032021b	25	expedited	Speech evaluation using the eye tracker
21-Nov-2020	15-122020c	24	exempt	The Effects of Mindfulness-Based Stress Reduction Training on Anxiety and Perfectionism in Fifth Grade Gifted and Talented Students
4-Nov-2020	27-112020b	23	exempt	Visual Literacy: 21s Century Learners in Secondary Language Arts
7-Nov-2020	29-112020f	22	exempt	How Mental Health Interventions Impact a Student's Educational Experience.
10-Nov-2020	02-122020a	22	exempt	The Creation and Validation of a Cardiovascular System Concept Inventory: Physiology Instructor interviews .
11-Nov-2020	03-122020a	22	exempt	Teaching Students Narrative Strategies to improve Learning Skills
11-Nov-2020	03-122020b	22	exempt	Increasing Reading Engagement in the Middle School Classroom
19-Nov-2020	11-122020b	22	exempt	Teacher's Using Cell Phones During Instruction and The Effects it has on Student Usage of Cell Phones and Student Etiquette with Technology
3-Feb-2021	25-022021a	22	exempt	Gender Roles and Sociodemographic Variables
20-Mar-2021	11-042021a	22	exempt	Improving Reading with Guided Peer Feedback in High School English Language Arts
11-Nov-2020	02-122020b	21	exempt	Assessing the Openness of Students in a Group Dynamics Class

18-Nov-2020	09-122020c	21	exempt	The Effectives of Reading Interventions
21-Mar-2021	11-042021d	21	exempt	An Examination of the Warm-Up Methods of D1-D3 Collegiate Athletic Strength and Conditioning Programs in the United States
23-Mar-2021	13-042021a	21	exempt	Examining the relationship between Life Meaning and Hope: The Reliability and Validity of the Meaning of Life Questionnaire
9-Nov-2020	29-112020a	20	exempt	The Validity and Reliability of the Vulnerability/Connectedness Scale
13-Nov-2020	03-122020c	20	exempt	The effects of using Number Talks in a Tier 3 setting for second, fourth, and fifth grade students in rural Utah.
16-Nov-2020	06-122020a	20	exempt	Investigating the Relationship Between Student Engagement and the use of Educational Technology During Literacy
19-Nov-2020	09-122020a	20	exempt	Increasing Interest in Writing in a 2nd Grade Classroom
21-Nov-2020	11-122020a	20	exempt	Evaluating "Crosscutting Concepts" and their Effect on Students' Sense-Making
28-Dec-2020	17-012021c	20	exempt	How Prior Education, Attitude, and Knowledge of Concussion Relates to Reporting in Collegiate Athletes
26-Feb-2021	18-032021b	20	exempt	The Effects of Virtual Events
4-Mar-2021	24-032021a	20	expedited	A Comparison of Motivators between Youth Multi-Sport and Single-Sport Specialized Athletes
22-Mar-2021	11-042021e	20	exempt	MPA Capstone Climate Survey
19-Nov-2020	08-122020a	19	exempt	Does using word boxes for phonemic awareness instruction increase student engagement?
20-Nov-2020	09-122020d	19	exempt	He Fed, She Fed: An Analysis of Meat-Eating Justifications Across the Gender Spectrum
23-Dec-2020	11-012021a	19	exempt	Reading Blogs and Their Influence On Student Reading Motivation
7-Jan-2021	26-012021a	19	exempt	Nonfiction reading and its impact on student empathy
17-Feb-2021	08-032021d	19	exempt	Improving Comprehension Through Tier III Reading Strategy Intervention
8-Mar-2021	27-032021a	19	exempt	The effects of targeted mentoring on the quality of preservice clinical experiences in education
11-Mar-2021	30-032021a	19	exempt	The Likelihood of Seminary: Impact of Manipulated Messages on Registration
25-Mar-2021	13-042021d	19	exempt	The Effects of Daily 15 Minute Sight-Reading Intervention on a Student's Overall Fluency in Music.
11-Nov-2020	29-112020g	18	exempt	Is 1 hour of Physical Education a week enough for the health of our students?
18-Nov-2020	06-122020b	18	exempt	Message Design and Study Abroad: A Theoretical Look at Recruitment
22-Nov-2020	10-122020a	18	exempt	Teamwork Makes the Dream Work

22-Nov-2020	10-122020b	18	exempt	Toxic Positivity: You'll Get Over It...But Should You?
3-Feb-2021	21-022021b	18	expedited	Stress and the Environment
8-Feb-2021	26-022021b	18	exempt	Expectations and Effects of Body Hair Removal
12-Nov-2020	29-112020b	17	exempt	Dream Recall and Sleep Quality: An Investigation of the Reliability and Validity of the Mannheim Dream Questionnaire
9-Feb-2021	26-022021a	17	exempt	Prevalence of eating disorders in female collegiate soccer players
16-Nov-2020	02-122020d	16	expedited	Effects of Self-Control, Self-Management, and COVID-19 on Risky Behaviors
8-Mar-2021	24-032021b	16	exempt	Voices of the Ancients Professional Development Assessment
2-Sep-2020	17-092020a	15	exempt	Teachers Incorporating Invented Strategies
7-Oct-2020	22-102020b	15	exempt	Does Leisure Time Affect Your Life Satisfaction
26-Oct-2020	10-112020a	15	exempt	The Effects of PLCs on Teacher Self-Efficacy as it relates to Blended Learning
18-Nov-2020	03-122020d	15	exempt	Voters' Perceptions of a Grocery Tax Initiative
26-Nov-2020	11-122020d	15	exempt	Parent/Child Relationships While Doing School Work at Home
2-Jan-2021	17-012021a	15	exempt	SUU Pride Alliance B.W. Bastian Foundation Film Festival
6-Feb-2021	21-022021a	15	exempt	Providing Windows and Mirrors Through Books in the Spring Creek Middle School Library
22-Feb-2021	09-032021a	15	exempt	Teaching Art History and Visual Literacy in Large, Lower-Division Courses in a Higher Education Institution
3-Mar-2021	18-032021c	15	exempt	Healthy T-Bird Coalition Campus Survey
31-Dec-2020	14-012021a	14	exempt	Determining the Consideration of the Menstrual Cycle in the Creation of Rehabilitation Protocols for Female Patients in Athletic Training
12-Nov-2020	25-112020a	13	exempt	Missing Assignments: A Study on How to Get Jr. High Student to Consistently Submit Online
14-Nov-2020	27-112020a	13	exempt	Assessment Strategies That Produce Student Success
26-Feb-2021	11-032021b	13	expedited	Using Pipe Cleaners to Bring Protein Modeling to Life
3-Feb-2021	15-022021a	12	expedited	Who Are You? The Importance of Nationality vs. Ethnicity
15-Mar-2021	27-032021b	12	expedited	Efficacy of Partial Range of Motion Deadlift Training
12-Nov-2020	23-112020a	11	exempt	The Effects of Genre Fiction on Circulation in the Middle School Library
30-Nov-2020	11-122020c	11	exempt	Modality Differences in Human Anatomy Labs
2-Dec-2020	13-122020c	11	exempt	Test Anxiety vs. Generalized Anxiety
3-Dec-2020	14-122020b	11	exempt	Optimism about the future, helping behavior, and pathogen disgust during COVID-19
10-Dec-2020	21-122020a	11	exempt	Sight Word Fluency Thesis

4-Feb-2021	15-022021d	11	class project	General Biology II lab
4-Feb-2021	15-022021b	11	exempt	Relationship between Mental Health and Physical Activity within the Polynesian Community
4-Feb-2021	15-022021c	11	exempt	Association of the History of Concussions, Participation in Contact and Collision Sports, and Depression in Collegiate Athletes
4-Feb-2021	15-022021e	11	exempt	Children & Families Affected by COVID-19: Child-Parent Relationships, Experiences, and Stress
3-Mar-2021	14-032021a	11	exempt	Student Attitudes and Perceptions of Biology Labs Across Modalities
9-Mar-2021	20-032021d	11	exempt	Water Availability, Growth and Water Priorities in the Cedar Valley
9-Mar-2021	20-032021c	11	exempt	Examining the Correlation Between the Robson and Rosenberg Questionnaires
9-Mar-2021	20-032021b	11	exempt	Examining the Relationship Between Motivation and Locus of Control: Reviewing the Validity and Reliability of the Motivated Strategies for Learning Questionnaire and the Trice Academic Locus of Control Scale for College Students
9-Mar-2021	20-032021a	11	exempt	Examining the Relationship Between Memory and Stress: Assessing the Reliability & Validity of the Memory Functioning Questionnaire
16-Mar-2021	27-032021c	11	exempt	Title of Study: The Effects of Increased Access to Special Education Student Data on Middle School Teacher Efficacy
2-Apr-2021	13-042021b	11	exempt	Evaluating the reliability and validity of the Big 5 Personality Test
19-Nov-2020	29-112020d	10	class project	Community Nutrition Class Research Project
19-Nov-2020	29-112020c	10	exempt	Examination of the relationship between academic involvement, academic performance, academic
4-Dec-2020	14-122020a	10	exempt	It Actually Is Like the Real Thing Baby: VR as a Potential Mood Improvement Study
3-Feb-2021	13-022021a	10	exempt	The Great Outdoors: Assessing Conservation Attitudes
3-Feb-2021	13-022021b	10	exempt	Global Citizenship During the Pandemic
3-Feb-2021	13-022021c	10	exempt	Identity Incongruence and Anxiety
5-Feb-2021	15-022021f	10	exempt	Intimate Disclosure on Social Media and Non-Maintained Relationships
5-Feb-2021	15-022021g	10	exempt	Typical Behaviors and Attitudes Relating to Affect
7-Oct-2020	16-102020a	9	exempt	The Rapunzel Effect
6-Nov-2020	15-112020b	9	exempt	Maintaining Engagement and Motivation During Math Enrichment
6-Feb-2021	15-022021h	9	exempt	An Explanatory Sequential Analysis of Students' Environmental Attitudes
21-Mar-2021	30-032021b	9	expedited	Supporting high school students in Southern Utah

26-Mar-2021	04-042021a	9	exempt	Flipping an Honors conference in the asynchronous online format during a pandemic
16-Sep-2020	24-092020a	8	exempt	Coworkers, Social Perceptions, and Job Satisfaction
7-Oct-2020	15-102020a	8	exempt	Modern Perspectives on Home Births and Hospital Births and Their Associated Risks
7-Oct-2020	15-102020b	8	exempt	The Impact of Teaching Modality on the Pedagogical Experience
7-Oct-2020	15-102020d	8	exempt	Coronaphobia's Effect on My College Experience
7-Oct-2020	15-102020c	8	exempt	The relationship between attitude toward physical activity and physical activity levels amidst a pandemic
8-Oct-2020	16-102020b	8	exempt	Portrait of a Future Graduate Student
6-Dec-2020	14-122020c	8	exempt	Exploring the Validity of the Motivation-Engagement-Competence Questionnaire in Comparison to the Academic Motivation Survey (AMS)
7-Dec-2020	15-122020g	8	exempt	Student Benefits to Emphasizing Aesthetic Teaching in the Choral Rehearsal Process
7-Dec-2020	15-122020f	8	exempt	Face-to-Face vs. Virtual attendance
13-Dec-2020	21-122020b	8	exempt	Evaluating the reliability and validity of the Shortened Ambivalent Sexism Inventory (ASI) : Comparing sexism measures among College students
5-Apr-2021	13-042021c	8	exempt	The effect of goal-setting on ELA student self-efficacy and achievement
1-Jun-2020	08-062020a	7	exempt	Monitoring External Training Loads of Division I Collegiate Women's Basketball Across Four Key Periods: 8-Hour Pre-Season, 20-Hour Pre-Season, Non-Conference, and Conference Play.
15-Jun-2020	22-062020a	7	exempt	COVID-19 and its Impact on Visitation and Management at National Parks
25-Sep-2020	02-102020a	7	exempt	Effects of Visual Theme and View Perspective on Visual Attention and Brand Constructions: An Eye-Tracking Study on Instagram Posts
30-Sep-2020	07-102020a	7	exempt	Film and Literature's Influence on Society
12-Oct-2020	19-102020a	7	expedited	Effects of the GO2 Device on Blood Oxygen Saturation, Heart Rate, and Respiratory Rate at High Altitude
7-Dec-2020	14-122020d	7	exempt	Does Trust in the Criminal Justice System Decrease with more knowledge?
9-Dec-2020	16-122020a	7	exempt	Why Don't Students Remediate? Increasing the Rate of Reassessment in The Standards Based Grading Classroom
11-Dec-2020	18-122020a	7	exempt	American College Health Association: National College Health Assessment Survey
14-Dec-2020	21-122020c	7	exempt	Modeling Historical Literacy

9-Mar-2021	16-032021a	7	exempt	The Effect of Locus of Control on Perceived Stress: Studying the Reliability and Validity of the Perceived Stress Scale
9-Mar-2021	16-032021c	7	exempt	Examining the relationship between the Big Five personality test and the Myers Briggs personality test. Reviewing the reliability and validity of the Big Five personality test.
9-Mar-2021	16-032021b	7	exempt	Self-Efficacy in Academic Performance: Examining the Reliability and Validity of the Motivated Strategies for Learning Questionnaire Using Rotter's Locus of Control Scale
12-May-2020	18-052020a	6	exempt	How prepared are first-year SUU alumni to teach literacy at a primary grade level?
7-Jul-2020	13-072020a	6	exempt	Assessing College Student Perceptions of the Impact of COVID-19 on Their Academic, Financial and Personal Lives
24-Sep-2020	30-092020a	6	exempt	Motivation for Exercise Among Active Seniors
2-Oct-2020	08-102020a	6	expedited	Is the Landing Error Scoring System-Real Time a reliable tool for assessing jump-landing biomechanics?
5-Oct-2020	11-102020a	6	exempt	College Student Perception of a Healthy Diet
5-Oct-2020	11-102020b	6	exempt	COVID-19 Effects on Technological Influence on Elementary Education
1-Feb-2021	07-022021b	6	exempt	Examining Flow State Differences in Varying Video Games
10-Feb-2021	16-022021a	6	expedited	The Impact of COVID-19 on High School Athletes
2-Jul-2020	07-072020a	5	exempt	International Students' Experiences at SUU
6-Aug-2020	11-082020a	5	exempt	Survey of Knowledge, Attitudes, and Behaviors of Southern Utah University Students for Prevention of COVID-19 Infections
9-Sep-2020	14-092020a	5	exempt	Science Attitudes, Abilities, and Ambitions
1-Oct-2020	06-102020a	5	class projects	Applied Communication Theory class projects
6-Oct-2020	11-102020c	5	exempt	Attitudes toward COVID-19 rights and restrictions in rural Utah: Predictive psychosocial variables
6-Oct-2020	11-102020d	5	exempt	Household Plant Parenting: the rise of a hobby during the COVID-19 pandemic (a short documentary film)
6-Oct-2020	11-102020e	5	exempt	"#BlackLivesMatter": The effects of social media activism and implicit bias on purchasing
10-Dec-2020	15-122020e	5	exempt	Supporting Students Who Score Low on Math Assessments by Using Effective Strategies
10-Dec-2020	15-122020b	5	exempt	Identifying Teacher Stress
2-Feb-2021	07-022021a	5	exempt	The Effectiveness of Southern Utah University's Advising
16-Feb-2021	21-022021c	5	expedited	Practice Versus Competitive Anxiety in High School Track and Field Athletes

28-Sep-2020	02-102020b	4	exempt	Effects of Visual Strategies and Personal Relevance on Young Users' Responses to Brand Content on Instagram
11-Nov-2020	15-112020a	4	exempt	Academic Burnout in College Students: Assessing the Reliability and Validity of the OLBI
11-Dec-2020	15-122020d	4	exempt	Perception of Work Preparedness and Workplace Success
13-Jan-2021	17-012021b	4	exempt	Using Co/Autoethnography to Explore Pre-Collegiate Experiences with Teachers and Teaching
20-Jan-2021	24-012021d	4	exempt	Assessing the Exercise Habits of Retired Division I NCAA College Football Players.
3-Feb-2021	07-022021c	4	exempt	Battle of the Sexes: The Impact of College Experience on Attitudes of Flexibility for Gender Roles
3-Feb-2021	07-022021e	4	exempt	Who in the World am I? Exploring the relationship among National Identity, Social Support, and Wellness.
3-Feb-2021	07-022021d	4	exempt	Global Identity: COVID-19 Connections
6-May-2020	09-052020b	3	exempt	Community Mental Health Needs Assessment of Older Adults and Caregivers
5-Jun-2020	08-062020b	3	exempt	The Relationship between Resilience, Psychological Stress, Physical Activity and BMI among Utah Air National Guardsmen
15-Sep-2020	18-092020a	3	exempt	Teaching Effectiveness Research: Applications of solubility and partitioning in organic chemistry
15-Sep-2020	17-092020b	2	exempt	Library Media Survey on Student Preferences for Accelerated Programming
24-Jan-2021	26-012021b	2	exempt	Predicting beliefs about climate change based on political orientation and tolerance of ambiguity
3-May-2020	04-052020a	1	exempt	Use of a concept inventory to gauge student understanding of evolutionary core concepts
5-May-2020	06-052020a	1	exempt	Use of a concept inventory to gauge student understanding of microbiology core concepts
26-Jul-2020	27-072020a	1	exempt	Positive Online Instructor Strategies
20-Jul-2020	20-072020a	0	exempt	Culture Orientation and Spirituality: Relationship to COVID-19 Era Restrictions
22-Oct-2020	22-102020a	0	exempt	Invented Math Strategies and Depth of Knowledge
12-Nov-2020	12-112020a	0	class project	survey of international students to understand how their food intake was affected while they were studying on SUU's campus
31-Jan-2021	31-012021b	0	expedited	Reducing Political Polarization Through Political Information Inoculation