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Pepperdine University

Graduate School of Education and Psychology

A CASE STUDY OF STUDENTS ENTERING WRITING COURSES AT

COLLEGE OF SEQUOIAS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Jill Andrea Peck

March 2011

Michelle Rosensitto, Ed.D. - Dissertation Chairperson

This dissertation, written by

Jill Andrea Peck

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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John Tobin, Ed.D.

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DEDICATION

The academic journey that led to the completion of this research and course requirements can be attributed to the love and support of my family and God. I honor God for giving me my life mission of empowering adult learners. I dedicate this to my angel, my mom, the most loving and supportive individual that God blessed me with. I thank my sister, Traci for encouraging me to continue to follow my dreams. I thank my Uncle Ken for always being there for me, as both an uncle and friend. Finally, this work is done in the memory of my beloved father, George Peck. He gave me the wisdom, determination, and knowledge to be the strong female I am today. I love you Dad and this is for you.

VITA

JILL ANDREA PECK

TEACHING EXPERIENCE
English Professor, College of the Sequoias, Visalia, CA   8/08-Present
- English 251-Fundamentals in Reading and Writing
- English 1- College Composition and Rhetorical Writing/ Library Media Services (Online databases) and writing facilitator at writing lab.
- Innovative Business Launching Strategies and Mentoring for Personal and Professional Growth (Inter and Intrapersonal skill building)
- Curriculum Developer of "English Language Learners and Family-School-Community Partnership."
- Legality of First Generation & Minority Multicultural, No Child Left Behind (2001) and Educational Leadership In and Outside of the Research Design-Curriculum
- Dissertation- English Language Learners and Organizational Development-An Interdisciplinary Student on Cultural and Community Involvement
- Development of Literacy Training and Andragogy
- Action Plan-Family-School-Community Partnerships (10 month theory and practice)
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English Professor, University of Phoenix, Phoenix, AZ   8/09-Present
- In this course, students apply the basic writing process—transitioning from fluency, to clarity, to correctness—as they create a variety of effective business communication for both internal and external audiences. Selected readings provide the foundation for discussions of the purpose, audience, structure, tone, and content of business writing. Grammar exercises focus on sentence structure, punctuation, capitalization, and bias-free language.

Educator, Beverly Hills Unified School District, Beverly Hills, CA   8/06-6/08
- Projects Including: Washington, D.C. - American Association of University of Women-Women Leadership (AAUW).
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Educator, San Diego Unified School District, San Diego, CA   8/04-6/06
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- AVID
- Link Crew, Debate, ESL, ELL, Creative Writing

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- Career Development and Professional Development
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EDUCATION
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- Dean's List/National Council for Teachers, Activities Coordinator
- Drama Dept. President
- Outreach Coordinator for San Diego Unified School District

PUBLICATIONS
- Gilbert, M., Meni, F., Peck, J., & Stickney-Smith, W. (2007). H.I.G.H. O.C.T.A.N.E. – Ten Additives that Power High Performance. In Adams, M. and Alkhafaji, A. (Eds.), *Business Research Yearbook, Vol. XIV* (pp. 1008-1013). Saline, MI: McNaughton & Gunn Inc.

- Peck, J. A. (2009). English as a Second Language, English Language Learners and First Generation College Students Transition to Higher Education: A Program focused on Family/School/Community Partnerships. Pepperdine University Graduate School of Education and Psychology.
- Peck, J. A. (2008). The Campaign for College Opportunity: Saving Spots in College. *Society of Educators and Scholars Journal.*

CREDENTIALS
California Single Subject English Teaching Credential

ABSTRACT

The purpose of this qualitative research study is to discover whether English Language

Learners' (ELLs'), English as a Second Language (ESL) students', and First Generation

College Students' (FGCSs') participation in College of the Sequoias' writing center

encouraged or yielded students' personal and professional involvement. The purpose of

this study is to encourage faculty, staff, ESLs/ELLs/FGCSs, and community stakeholders

to enroll in the services offered at the college discipline's writing center. More

specifically the research questions for this study are as follows:

According to student and staff members, is the writing center at College of the

Sequoias maintaining effective reading and writing tutoring services for English as

Second Language (ESL) students?

1. According to student and staff members, is the writing center at College of the
   Sequoias maintaining effective reading and writing tutoring services for
   English Language Learner (ELL) students?

2. According to student and staff members, is the writing center at College of the
   Sequoias maintaining effective reading and writing tutoring services for First
   Generation College Students (FGCSs)?

3. According to student and staff members, does maintaining reading and writing
   tutoring services for ESL students, ELL students, and FGCSs encourage
   faculty members' and tutors' personal and professional involvement?

4. According to student and staff members, how can tutors help to develop
   writing and reading courses for ESL students, ELL students, and FGCSs?

The conclusions of the study include: College of the Sequoias must acknowledge the need for transformational and transgressional learning. In order for the dominant ethnic and cultural background of students to be independent learners and thinkers an institutional school reform must be in action. The present study contributes to the literature regarding ESL/ELL/FGCS adult learning theories and practices and explores the need for additional pedagogical practices to be implemented for post-secondary instructors and staff members. This study also helps to establish the strengths and weaknesses inherent in multiculturalism and diverse learning theories.

Chapter 1: The Problem

Within a transformative pedagogy, all students are encouraged to develop their

own language because it is an expression of who they are and places them in their

own history. New languages, like new knowledge, can only be built on the firm

foundation of what is already known and familiar. Maintaining one's own

knowledge also continues the links with one's own culture and family. (McCaleb,

1994, p. 18)

Introduction

College of the Sequoias can be found in the rural Central Valley of California.

Demographic statistics show that in Tulare County 46% of individuals speak a language

other than English at home (Choy & Berker, 2000). Of those that speak a language other

than English at home, 84% speak Spanish and 11% speak some other language

(American Community Survey, 2008). The general lack of education in the valley (only

12% of the population holds a bachelors degree) can be correlated with the prevailing low

socio-economic status throughout the region (DeAngelo, 2010). College of the Sequoias

is the primary post-secondary educational institution in the area in Visalia, CA. English

Language Learners (ELLs) and English as Second Language (ESL) students are not being

properly educated in the writing center, which serves as the learning forum for the

college community.

The problem for adult learners and their lack of remedial writing skills then leads

to the deficiency of educated citizens in Tulare County. ESL students, ELLs, and First

Generation College Students (FGCSs) in Tulare County are not being properly educated

about how to enroll and succeed in remedial English courses. Many of these students are

struggling to develop basic grammar, linguistics, and reading comprehension in their

English courses. The needs of the students are being abandoned, leaving the students

illiterate, incompetent, and unprepared for all of their basic general education courses.

There is a lack of funding and support for one-on-one instructor interaction, and this lack

of interaction contributes to a dearth of intrinsic motivation among students (Brown,

1994).

Multicultural and multilingual literacy must be promoted in students' reading and

writing development. McCaleb (1994) emphasizes the need for a systematic approach in

multi-literacies within the student-school-community discourse. Students must have the

personal background and knowledge to build upon their English goals and objectives. In

order for adult learners to feel empowered by their courses and reach competency they

must be intrinsically motivated and connected to their course objectives and deliverables.

Students, educators, administrators, and staff must collaborate to create change both

within and outside of the English discipline. The student population's need to build

English skills must be addressed through a mandatory writing lab center (Peitzman &

Gadda, 1994). Students need to have a transformational and "whole-learning" reading

and writing experience in order to succeed in post-secondary education. Instructors,

support staff, and administrators need to be sensitive and supportive of students' cultural

differences and build their learning skills towards extrinsic and intrinsic motivation.

College of the Sequoias is a comprehensive community college focused on

student learning that leads to productive work, lifelong learning, and community

involvement. The school's mission is to help the diverse student population achieve their

transfer and /or occupational objectives and to advance the economic growth and global

competitiveness of business and industry within our region. College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success. The philosophy of College of the Sequoias is based upon the belief that all individuals are innately valuable and entitled to develop their full potential; that a healthy and vigorous society benefits from an informed appreciation of the cultural, racial and socioeconomic variations among its members; that a democracy depends upon a critical, questioning, and informed citizenry; and that through its programs the College serves the individual, the community and society (College of the Sequoias [COS], 2009). The vision of the California community college system proclaims to have a collaborative mission, identifying five key strategies:

1. Diversity

   - Diversity is understood through training, awareness, sensitivity and behavior modeling.

   - There should be an infusion of diversity awareness and issues into the curriculum.

   - College of the Sequoias should address diversity in all its forms: cultural, age, skill level, origin, etc.

2. Community Linkages

   - College of the Sequoias should explore partnerships for economic development, perhaps through an advisory committee.

   - There needs to be better articulation and coordination with high schools.

   - Community service memberships provide an opportunity for connecting the College to the broader population.

- Connect on "grass roots" level with local businesses and industry; don't focus on just CEOs.

3. Balancing Technology and Human Skills

- The College should promote social and intellectual skill development as well as technological fluency; both are equally important skills, and mastery of both is the key to success.

- Use technology to increase efficiency in the management, interpretation and study of data.

4. Flexibility in Curriculum and Teaching Styles

- It is important to match teaching and learning styles and to take into account the skill levels of those being taught.

- College of the Sequoias faculty members are a valuable existing resource.

- The College should establish a core curriculum based on communication and collaboration.

- There is tension between encouraging flexibilities and maintaining measurable standards.

5. Evaluation and Assessment

- In order to be able to evaluate programs and services, there is a need to define outcomes.

- Evaluation and assessment activities should encourage risk-taking.

- There is a great opportunity in these activities for sharing information.

- College of the Sequoias needs to adopt program review.

- Students should be encouraged to conduct self-evaluations.

- Evaluation and assessment should be conducted across all levels of the institution.
- There is tension between encouraging flexibilities and maintaining standards (College of the Sequoias, Vision for the Future section, 2009).

Tulare County suffers from the same social problems faced by California as a whole; there is currently a serious crisis in producing highly educated citizens that fill the vacancies that are essential to maintaining the infrastructure of the state's financial system (Boswell & Wilson, 2004). If this trend continues, California's Central Valley risks producing fewer college-educated members of the community, which directly affects labor force demands. According to DeAngelo (2010) FGCSs, ESL students, and ELLs tend to have lower educational aspirations than their peers. This affects their lack of reading, writing, and intrinsic motivation to participate in their remedial and transferable courses.

College of the Sequoias' community district must move from a bureaucratic and authoritative leadership model to an interactive, systematic, transformational approach. Northouse (2007) identifies transformational leadership as a general way of thinking about leadership that emphasizes ideals, inspiration, innovations, and individual concerns. Transformational leadership requires that leaders be aware of how their behavior relates to the needs of their subordinates and the changing dynamics within their organizations. The district must be trained to encourage community and family memberships and enroll ethnically and socio-economically disadvantaged students into post-secondary educational opportunities. The differences between FGCSs' and non-FGCSs' post-secondary educational experiences are significant and educators must

acknowledge their differences. FGCSs' must receive fair treatment, effective teaching, and an opportunity to personalize and embrace their writing topics and process.

Students, community members, and staff members must acknowledge these differences and individualize FGCSs' higher educational goals and career plans. In terms of enrollment, beginning FGCSs are more likely than their non-first-generation counterparts to: attend part-time (30% vs. 13%), live off-campus or with family or relatives (84% vs. 60%), not be in a bachelor's degree program (88% vs. 43%), delay entering after high school graduation (46% vs. 19%), receive aid (51% vs. 42%), or work full-time while enrolled (33% vs. 24%) (Nunez & Cuccaro-Alamin, 1998). It is essential for FGCSs to be accepted and ready to embark on the path of higher education. Thayer (2000) explains that the college experience of FGCSs varies depending on their economic background and ethnicity. Those from middle-income backgrounds find adjustment to college less difficult than FGCSs from ethnic minority or low-income backgrounds. The greatest gains in retention rates will result from focusing not only on the selection process, but also the student-environment interaction after college entry (Thayer, 2000). Glenn and Groff (2006) assert:

> Respecting minority cultural rights enlarges the freedom of individuals, because freedom is intimately linked with and dependent on culture. It is only through having access to a culture that people have access to a range of meaningful options. The availability of meaningful options depends on access to a culture and on understanding the history and languages of that culture. Therefore, education should give access to information about cultures. (p. 118)

The lack of clear objectives and goals is another key struggle in the reading and writing acquisition of ESL students, as they are often left guessing about concepts with which mainstream students intrinsically identify. Assignment and test questions are often written to an audience of culturally and socio-economically privileged students, which leaves FGCSs at an even higher disadvantage.

> What inferences can be drawn from the use of tests with individuals limited in their command of English? What inferences can be drawn when the tests have been administered so that the instructions or the substance and content of the task have not been completely understood by the examinee? In all of the legislation, little direction was given as to how to operationalize the large-scale application of standardized testing to a culturally and linguistically diverse population. (Mahon, 2006, p. 480)

Learning is affected by many conditions both internal and external to learners. There is, in any group, a wide range of individual differences in styles, strategies, and pace of learning. Learners are not always conscious of these components, yet their influence can determine one's success. Aptitude, personality, attitude, motivation, and cognitive learning style are factors that, among others, impact a learner's second language acquisition (Carrasquillo, 1994).

ESL students often explain that when they write in English, they translate words, phrases, and organization from their first language, which is lost in the translation and writing process. In recent multicultural research, anthropologists, psychologists, and researchers in education have concluded that people learn writing through society, cultural experiences, and educational discourse (O'Connor & Ruchala, 1998). Empirical

research explains that there are significant strategies of learning required to master literacy acquisition. O'Connor and Ruchala explain that "knowing the educational background of their students can provide ESL writing teachers with important insights into the ways in which ESL writers approach the often formidable task of learning to write in English" (p. 205).

Furthermore, educators may not be taking the responsibility to exhibit leadership in and outside of the academic classroom. The recent trend of multiculturalism in the classroom has been replaced with conferences and a load of extra work for underpaid practitioners (Glenn & Groff, 2006). Many professionals believe that professional training is not properly exhibited; therefore, teachers leave their classrooms to do nothing but do busy work to surpass their administrators. McCaleb (1994) believes that this leaves their students to work with a substitute teacher that doesn't understand their learning climate, or the lesson implementation upon which they are journeying. According to Stenberg (2005),

> Successful intelligent leaders capitalize on their strengths and compensate, for, or correct their weaknesses. That is, they figure out what they will do well, and leverage their strengths in optimal ways. At the same time, they figure out what they do not do well, and leverage their strengths in optimal ways. At the same time, they figure out what they do not do well, and either compensate by having others do these things for them, or correct themselves so that that they become good enough to get by. (p. 354)

In order for staff and mentor leaders to understand the needs of their diverse student population and pedagogical practices, they should understand fundamentals of the

transformational leadership approach. The established characteristics are derived from authoritative leadership and mobilized into the entrance of the fundamental state of leadership. Transformational leadership moves followers to evolve for the good of the organization (Bass & Avolio, 1990). The transformational leadership model is rooted within four influential factors: idealized influence/charisma, inspirational motivation, intellectual stimulation, and individualized consideration (Northouse, 2007). According to Quinn (2005),

> When we enter the fundamental state of leadership, we immediately have new thoughts and engage in new behaviors. We can't remain in this state forever. It can last for hours, days, or sometimes months, but eventually we come back to our normal frame of mind. (p. 14)

In a study conducted by the National Center for Education Statistics (Choo, 2001), 82% of students whose parents had earned a bachelors degree or higher had enrolled in college immediately after completing high school in 1999. In comparison, only 54% of students whose parents had completed high school, but not college, and just 36% of students whose parents had less than a high school diploma matriculated directly to college.

This study will focus on mental models and how these images work to familiarize us with behavior and thinking. In order for ESL students to cultivate and internalize change, students will build their schema building to understand their learning acquisition. Group members bring with them backgrounds of varying experiences that impact how they approach situations. Mental models are similar in function to theories-in-use and range from simple generalizations to complex, multi-layered theories (Senge, 2006). In

an attempt to move forward in a positive direction Gardner (1999) suggests to synthesize our understanding.

> The mind is curious. I want them to understand it so that they will be positioned to make it a better place. Knowledge is not the same as morality, but we need to understand if we are to avoid past mistakes and move in productive directions. An important part of that understanding is knowing who we are and what we can do. Ultimately, we must synthesize our understandings for ourselves. The performance of understanding that try matters are the ones we carry out as human beings in an imperfect world which we can affect for good or for ill. (pp. 180-181)

The Problem

Tulare County needs implementation and facilitation of a writing center for ESL, ELL, and FGCSs to develop remedial and advanced cognitive thinking skills in literacy acquisition. Currently, these diverse student populations are not receiving interactive mentoring that allows them to comprehend transformative interdisciplinary study skills. The lack of faculty and community involvement is leaving these students academically and personally incompetent in organizational synthesis, or the process of identifying the needs of an assessment to take place. Teachers must use personal experiences to increase adult knowledge (Knowles, Holton, & Swanson, 1998). If faculty members do not have "hands-on" training in pedagogy and/or andragogy, they will not develop cognitive literacy skills that will enable them to teach English writing and reading in effective ways that will help these students excel in their college careers.

The purpose of the writing center at College of the Sequoias is to maintain effective reading and writing tutoring services for ESL students, ELLs, and FGCSs. The problem is that tutors and staff members do not have the training, development, or curriculum to understand the needs of their student population. The current writing team is given little tutor training and no adult learning pedagogical practices. Additionally, Tulare County needs to have educated individuals that will contribute to the demanding forces in the area.

Purpose of the Study

The purpose of this qualitative research case study is to discover whether ESL, ELL, and FGCS participation in the one-unit writing lab encouraged or discouraged their personal and professional involvement. The purpose of this study is to educate faculty, staff, ESL students/ELLs/FGCSs, and community stakeholders to enroll in the 4-unit remedial reading and writing course at College of the Sequoias writing center in Visalia, CA.

This case study is critical because it aims to give stakeholders step-by-step instruction (in informational and staff developmental workshops) on collaborative pedagogy and curriculum development. The study will look at how staff is being trained to help these students develop reading and writing skills. The study will address student assessment and transformational facilitation to meet the individualized needs of each college student. It will look at how helping this group of students can aid in the development of educated individuals in Tulare County. It will describe the training initiatives that will move the writing lab from an authoritative leadership model to an interactive and systematic infrastructure. The study will benefit the English writing center

of the College of the Sequoias Community College District by identifying the multiple levels of intelligences, literacies, pedagogical practices, and andragogical theories within the sample population. The study will provide a model for curriculum development and facilitation within the English writing center at College of the Sequoias and the sample population of ELLs.

Research Questions

Specifically, the research questions for this study are as follows:

1. According to students and staff members, is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English as Second Language (ESL) students?

2. According to students and staff members, is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English Language Learner (ELL) students?

3. According to students and staff members, is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for First Generation College Students (FGCSs)?

4. According to students and staff members, does maintaining reading and writing tutoring services for ESL students, ELL students, and FGCSs encourage faculty members' and tutors' personal and professional involvement?

5. According to students and staff members, how can tutors help to develop writing and reading courses for ESL students, ELL students, and FGCSs?

Significance of the Study

This qualitative case study and the resulting curriculum development will benefit the English Department at College of the Sequoias by exploring the direct effect the facilitation and mentoring will have on students' understanding of curriculum material. The research will help to identify peer interaction and participation and the positive affect this will have on students' acquisition of coursework. The research design will be a dominant/less dominant design of quantitative and qualitative design study. The dominant/less dominant design is a dominant paradigm with one small component of the overall study drawn from the alternative paradigm (qualitative, with a quantitative test to interpret and analyze scores) (Creswell, 1994). The designated design will help to analyze students that are open and willing to engage and participate in the free tutoring services (both informal and formal training). It is assessed through competency (pre-test and post-test) over the course of the semester and ethnographically through student participation and involvement in and outside of the academic classroom. The lack of clear objectives and goals in ESL courses are another challenge for ESL students in reading and writing acquisition, as these students are often left guessing about the norms of socialization with which mainstream students intrinsically identify. Assignment and test questions are often written to an audience of culturally and socio-economically privileged students, which leaves ESL/ELL/FCGSs at an even greater disadvantage. The study will confront the struggles of the sample population and offer a theory-based practicum for faculty and administration.

Definition of Terms

The following terms are defined to clarify their importance and meaning within the study.

- Andragogy: learning strategies focused on adult learners.

- English as a Second Language (ESL): the use or study of English by students with a different native language and cultural development.

- English Language Learners (ELL): A student that is in the process of acquiring English skills, knowledge, and development.

- First Generation College Students (FGCS): Undergraduate students whose parents neither enrolled nor participated in post-secondary education.

- Multiple Levels of Intelligence: Students' cognitive knowledge based on other intelligences to develop understanding in all disciplines.

- Multiple Literacies: Other sources of "literacy" within the cultural and community involvement of the student and their family.

- Remedial Courses: College courses that do not transfer to a California State University or University of California.

- Writing Lab: Mentoring and one-on-one facilitative discourse to learn and practice reading and writing skills.

Limitations of the Study

This study will be limited in the following ways:

1. Reconstructed Logic: the qualitative method will focus only on the environment of the College of the Sequoias writing laboratory. The value of this study will only aid in the training and cognitive development of

participants in Visalia, CA. It will not look at other community colleges that

have had successes and/or failures in their prior and present implementation of

writing laboratories.

2. The feasibility study will only be surveyed in the English Department.

3. The andragogical curriculum will be focused on the direct population of ELLs

and FGCSs. It will not determine the needs of adults with learning disabilities

and mental disadvantages.

Method of the Study

The research design will be through a qualitative lens and under the umbrella of

factual and individualized social desirability. All students will understand clearly what

they are being presented and why they are being asked to do the test. All students'

answers, test scores, and grades will be anonymous and will not affect their overall GPA

or comments to other educators. ESL students, ELLs, and FGCSs will not be judged in

comparison to native English speaking students and social biases. The researcher will

assure participants that their information will be kept is private and secure. The

ethnographical study will be conducted through group classes, individualized testing, and

conversational interviews.

The researcher will control selection bias by including both positive and negative

commentary and opinions. It will include participants' past educational experiences,

family/social income, demographics, and cultural background, which will help to show

the entire makeup of the student population. The validity of the interviews and

observations will hold consistency to non-stereotypical questions and standard

benchmarks.

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Organization of the Dissertation

Chapter 1 provided background knowledge of the needs of ESL students, ELLs, and FGCSs in reading and writing composition.

Chapter 2 reviews the literature related to ESL students, ELLs, and FGCSs and factors related to historical perspectives, learning theories, and staff development. It will explore teaching methods, curriculum development, and discrepancies in relevant literature and studies.

Chapter 3 describes the study design, methodology, protection of human subjects, data and reporting, ethnographical analysis, and challenges in the study.

Chapter 4 reports the findings of the study.

Chapter 5 identifies the analysis and further research needed in the field of educational practice. It will show the need for future research, observations, and data reporting.

Chapter 2: Review of the Literature

The first research question in this study asked According to students and staff members, is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English as Second Language (ESL) students? In order to address this issue, background literature will be examined and clarified. This question is explored in the following relevant literature areas: multiculturalism in the California Community College District, andragogical theory and practice, the organizational structure of the community college, curriculum development, and ethical considerations of curriculum development.

Multiculturalism in the California Community College System

The research of Banks and Banks (1993) has explored language diversity as a powerful and ubiquitous ingredient of the U.S. multicultural mosaic. Educators need to assure that the sociolinguistic experiences of language minorities do not continue to be translated into negative cultural and linguistic outcomes. In addition, teachers need to speak positively of and collaborate with each culture. The research that establishes normative lines of cognitive development is predominantly based on middle-class English-speaking families. Only in recent years have ethnographers working in language minority communities begun to identify culturally different patterns of language-socialization experienced by adult learners.

According to multicultural research, the success that ELL students/ESLs/FGCSs will experience depends largely on mastery of the materials and curriculum. The integration of English language development into the academic classroom must be appropriate to their use of the cultural background, learning, and classroom management.

Troike (1986) found the following seven elements to be important for the ESL and ELL writing environment, shifting teacher behavior to program design (improving conditions for success in bilingual education programs):

1. Emphasis must be given to the development of native language skills, including reading and the overall amount of English should not exceed 50%.

2. Teachers must be trained and able to teach in the language of the student.

3. The program should extend over a substantial amount of time.

4. The program must be integrated into the basic structure of the school administration and curriculum, and a supportive environment must exist.

5. Materials of comparable quality those used in English should be available.

6. There should be support from the community and family members.

7. High standards for student achievement should be set in every effort to maintain them. (p. 228)

Multiculturalism challenges and rejects racism and other forms of discrimination in schools and society, including ethic, racial, linguistic, religious, economic, and gender biased standards. Nieto (1996) integrates her personal experience of discrimination to empower college students to learn beyond the classroom context. In order for educators to engage in multicultural education, the curriculum and strategies, as well as the interaction between all community members, must be open to change and innovative learning.

The ability to draw from divergent points of view and create a contextual whole is the hallmark of the true professional. Such a person is open to new ideas but has an internal conceptual framework on which to organize such ideas. The art of the science of

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teaching entails bringing a range of theoretical principles to the decision-making process of teaching and applying those principles accurately and creatively to meet the needs of a given situation (Hiatt-Michael, 2006).

This type of pedagogy is also looked at through the sociopolitical institutional context of ESL reading instruction. Brown (1994) has researched an interactive model that seeks transformational change in curriculum development. He believes that classroom hours are sometimes the only time students can work on their English reading and writing acquisition. The pedagogy must be a model the facilitator presents, models, elicits, and treats with great respect. Brown emphasizes that these students need extra help and sheltered instruction; "if your class meets for, say, only 90 minutes a week, which represents a little more than one percent of their waking hours, think of what students need to accomplish" (p. 121). He suggests the following guidelines to help adult learners in and outside of the academic discipline:

- Give homework that involves a specific speaking task, listening to a radio or T.V. program, writing a letter, and/or reading a newspaper article (Multiple Literacies).

- Encourage students to practice and seek corrective feedback from others (Interactive Learning).

- Create and maintain a log or diary of their "extra" class learning (Action Research).

- Plan and carry out field trips to cultural events (Ethnographical Study).

- Arrange a social mixer with all members of the English department and college community (Community Building).

- Invite speakers into the classroom (Mentoring). (p. 121)

Culturally Responsible Curriculum

Teachers must incorporate pedagogy practices that are culturally enriched, a concept discussed in the works of the practitioners Geneva Gay (2000), Sonia Nieto (1996), Christine Sleeter (2005), and Andrea Stairs (2007). As Gay (2000) explains,

Culturally responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches *to and through* the strengths of these students. It is culturally *validating and affirming.* (p. 29)

Alsup and Bush (2003) note that

it is important that a student's first language be welcomed in an educational setting . . . it is not useful or effective to banish the student's home language from the classroom . . . [in part because] language is often associated with culture, and teachers must not run the risk of encouraging students to reject their home culture along with their home language. (p. 117)

ESL students, ELLs, and FGCSs bring specific needs to the English classroom. If the teacher ignores these needs it reinforces the myth that "good teaching is transcendent; it is identical for all students and under all circumstances" (Gay, 2000, p. 21). However, English teachers' instructional strategies are not enough; they must draw connections between the specific strategies and the needs of the population. Simply put, "good teaching" must respond to the needs of the students in the classroom. Tovani (2000) gives examples of how successful teaching takes places in writing conferences. In order to do

this the student needs to make a connection between the text and his or her life, his or her knowledge of the world, or another text.

FGCSs and Academic Development

FGCSs have recently been the focus of academic research and qualitative studies, yet there needs to be more extensive empirical research on the core values. Thomas and Quinn (2006) suggest interactive mentoring to help in collaboration of a new cohort of learners. In the U.S., 47% of the population enrolls in community colleges and only represent 15% of the undergraduate student body at four-year universities (National Center for Education Statistics, 2009). The gap between college enrollment and racial and income classification continues to rise. The retention rates of Hispanics continue to rise and statistics continue to correlate in low rates of socio-economic and higher education. It is suggested that further research should explore social, cultural, and financial capital, and how higher education systems and institutions can facilitate the success of students from non-traditional backgrounds.

Resistance that is random and isolated is clearly not as effective as that which is mobilized through systematic politicized practices of teaching and learning. Uncovering and claiming subjugated knowledge is one way to lay claim to alternative histories. But these kinds of knowledge need to be understood and defined pedagogically, as a question of strategy as well as scholarship, in order to radically transform educational institutions. Professors who embrace the challenge of self-actualization will be better able to create pedagogically practices that engage students, providing them with ways of knowing that enhance their capacity to live fully and deeply (Hooks, 1994).

Harklau (2003) argues that prerequisite instruction sometimes "carries a remedial stigma" (p. 1) that affects students' uncertain identity and creates the anxiety reflected in their writing. Hence, the writing process contributes to self-doubt and apprehension. Self-reflection and peer-revision helps the development of multicultural writing and creates a connection to the writing process. The social interaction between the student, peer, and student creates a playground for non-native writers. Instructors often fail to realize that knowledge has been diminished through negativity during their educational career. The writing process needs to be directed by their own voices and opinions.

FGCS literacy helps to develop their reading by using their personal experiences, memories, information about the context, the author's style, and textual information to predict and create a dialogue within the discourse. Readers need to feel comfortable in their learning environment to be able to ask questions about their text. Teacher educators and researchers should follow pre-service English teachers into the classroom, both during student teaching and in their first years of teaching, to investigate their implementation of different ELL strategies and their work with ELLs (Oliveria & Shoffner, 2009).

The writer needs to have an open dialogue aimed at creating clear, relevant, truthful, informative, interesting, and memorable text. The reader, on the other hand, will interpret the text with due regard to the writer's presumed intention if the necessary clues are available in the text. Linguistic accuracy, clarity of presentation, and organization of ideas are crucial in the efficacy of the communicative act, since they supply the clues for interpretation. Writing needs to be shared with group members that make connections,

ask questions, broaden the content of the sharing session, and keep track of group processes.

Success with diverse groups can be changed through the involvement of authentic tasks tied to the course literature and assignments. In a summer project, DelliCarpini (2009) found that transformative curriculum involves interaction between the facilitator, peers, and small groups. The student community also plays a large role in the development and personal autonomy of their course work and class participation. In order to motivate students it is suggested to have relevant projects that stem from students' interests and environmental demographics. The notion of using learners' lives to enhance content learning, develop authentic literacy skills, and educate about social justice is based on the principle of using learners' lives to create and maintain curriculum and instruction. These kinds of activities illustrate project-based learning, in which learners investigate a question, solve a problem, plan an event, or develop a product. Learners do not receive knowledge from a teacher or book; rather, they collectively share and create knowledge. Among the potential benefits of this style of instruction are effective advocacy, support for problem-solving, and intergenerational transmission of culture. In addition, materials created by learners are often more powerful and compelling for future learners than anything the most dedicated materials writer can dream up. Weinstein (1999) outlines the following key principles:

- "Project-based work holds enormous potential for facilitating learning…rather than teaching language through isolated activities targeting specific skills, learners use language to solve a problem, plan an event, or create a product" (p. 9)

- "The creation of personal texts are necessary is necessary for meaning-making at many levels…ordinary stories lead to extraordinary when learners can see themselves reflected" (p. 10)

- "It is difficult to change roles or arenas for decision making. Learners are reluctant to take control of their own learning when they are accustomed to following where they are linguistically or pedagogically led: Articulating a vision and planning strategies for moving toward that vision, whether for learners, teachers, or organizations, takes time, support, and practice" (p. 10)

- "Change is not a one-shot proposition, and it doesn't come without significant investment. Acquisition is recursive, requiring repetition and experimentation in different situations…practitioners who are doing things in new ways face similar processes" (p. 11)

Kastman-Breuch (2002) states two main principles of post-process theory that can be applied to teaching in a writing center. First, writing requires dialogue between teacher and students rather than monologue, suggesting that educators move away from "a transmission model" and toward "a transformative model" (p. 102) where teachers and students are collaborators. The teacher's role in the post-process classroom is one of facilitator and collaborator, offering feedback and encouragement to spark students' thought processes and autonomous motivation. The intrinsic motivation of the adult learner needs to be encouraged in the classroom policies and procedures. Atkinson (2003) regards writing instruction as a highly cultural activity, and Hyland (2003) offers "genre approaches" (p. 17) that interpret ways of writing as "purposeful, socially situated responses to particular contexts and communities" (p. 17). Tabors (1997) conducted a

study on ESL student involvement in small group literacy circles. Based on his findings, he articulated the following guidelines for assessments of second-language development:

1. Assessments must be developmentally and culturally appropriate.

2. The student's bilingual linguistic background must be taken into consideration in any authentic assessment of oral language proficiency.

3. The goal must be to assess the student's language or languages without standardizing performance, allowing the student to demonstrate what they can do in their unique way.

4. A fully contextualized account of the student's language skills must involve the participation of family members, the students themselves, teachers, and staff in providing a detailed picture of the context of language learning and the resources that are available to the student. (McLaughlin, Blanchard, & Osanai, 1995, p. 7)

5. Assessments need to cater to the adult learners' needs, which include: career goals, self-esteem building, job development, and personal and professional relationship building.

By combining these assessment steps with knowledge, teachers can chart students' process. Teachers will need to be constantly evaluating the students' participation and intrinsic motivation. This information can then help teachers utilize the recommended assessment methods to: (a) inform curriculum; (b) inform family; (c) inform other educators who will be working with the student; and (d) inform decisions about referring the student to further evaluation and assessment.

Leading students beyond the text involves synthesis. Once the student has unlocked meaning in the pieces and seen relationships between the characters' and their own experiences, they are ready to synthesize these ideas and use them to create their own pieces of analytical writing. Reading activities provide a foundation for students becoming strong autonomous writers. The teacher needs to brainstorm ideas and allow their own personal experience to motivate and lead the thoughts of the student. The teacher-student participation needs to delve into the personality of the student and his or her past experiences.

Interactive Learning

A study conducted by Petizman and Gadda (1994) found that ESL college students need mentoring from peers and faculty members. Outreach programs and writing centers are needed for ESL students to excel in all courses. In order for students to write and read autonomously, educators need to hold peer conferences, assign interactive writing journals, and teach curriculum that has meaning and purpose for the students. Interaction and feedback regarding students' work needs to be suggestive, open, informative, and responsive. ESL student revision and commenting must be done through a process of writing feedback and correction from the instructor.

ESL student work needs to read primarily be for content, not grammar and linguistic mechanics. After students feel empowered to move forward in their writing prompts, they will then feel confident to correct their errors. In the process of writing their student essays, the students will inevitably gain awareness of their learning and composing process. The teacher can make sure to address his/her stated concerns, though he/she is not limited to focusing exclusively on them. The goal is to enable all limited

English proficiency students to attain the level of written fluency and correctness of the most talented mainstream students. The question then becomes when and how to intervene, as well as who should intervene. Ideally, all teachers care about their students' writing, but in reality only the ESL teacher may have time to help students with grammar systematically. The subject matter teachers must not be deflected from assigning writing from a fear of dealing with the "correctness" problem.

McCaleb (1994) focuses research on interactive learning communities for underrepresented students. In his action-based plan, McCaleb concludes that students work more responsively if their writing community is facilitated by their peers and an open authority figure. In imitating the process of creating new knowledge it is suggested that four basic assumptions that form the foundation for this work:

1. Teachers and their students together are co-participants in the learning process.

2. New knowledge is built on old knowledge (schema and scaffolding).

3. Community members must be seen as equal contributors as understanding and knowledge to the educative process.

4. All people are capable, through the analysis and critique of engaging in actions that may transform their present realities. (p. 158)

The Diverse Literacy Lab

The literacy lab should be a way of "uncovering" (Graves, 1994, p. 108) the ordinary world differently through reading and writing responses. The assigned tasks need to stimulate the writer into contemplating an issue or issues that he or she might not have previously considered. One goal of communication instruction is through support

groups to discuss, interact, and provide a discipline for membership, language, its values, and the implications of the discourse. In order to attain involvement, O'Connor and Ruchala (1998) articulate the need for writing laboratories to discuss, facilitate, and interact about students' writing and themes of literature. The goal of any writing center should be the foundation of creative thinking and foster new ideas. A combination of individual and group incentives should be used to allocate the depth of analysis and peer-evaluation.

Grading should therefore be based on the depth of the literary conversations, as well as grammar, style, and presentation. Students need to be involved in the formation, values, and regulations of the writing course. The transformative community should remain small and be comprised of a cohort of motivated individuals. A teacher's role, besides helping students from transition communities, is to provide them with the tasks and opportunities that will help them negotiate the transition they want to make.

Finally, practitioners must acknowledge that the adult learner must be viewed holistically (Merriam, 2001). The learning process is much more than the systematic acquisition and storage of information. Rather,

> We can see learning as situated in a particular context, but we can examine how race, class, gender, power and oppression, and conceptions of knowledge and truth shape our context in the first place and subsequently the learning that occurs. (p. 96)

It helps to transform our lives through our sense of self and absorbing, imagining, and learning informally with others.

Multiple Levels of Intelligence to Foster ESL Learning

Howard Gardner's Multiple Levels of Intelligence Theory was first published in his 1983 book *Frames of Mind* and has influenced many successful pedagogical practices. Gardner first articulated eight levels of intelligence: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial-visual, interpersonal, intrapersonal, (and more recently) naturalist, spiritual, and moralistic. The theory of multiple intelligences was developed first as an account of human cognition that could be subjected to empirical tests. He believed that his work would be of interest chiefly to persons trained in his discipline of developmental psychology. The theory of multiple intelligences seems to anchor a variety of educational implications that are worthy of consideration. They have been synthesized into four key points that educators need to develop and use in their classroom communities. Educators need to use the theory to remember that each individual possesses all eight intelligences, intelligences can be developed, intelligences can work together in a complex way, and there are many ways to be intelligent. In state-generated testing materials and core curriculum, only one level of intelligence is given the opportunity to be validated, which in essence, leads the majority of students towards personal and professional failure.

Gardner (2007) continued his studies, delving in the goal-directed context of multiperspectivism. The term is used to describe the interdisciplinary context of academic curriculum, and the diversity in their development. He believes that the comprehensive synthesizing mind will require interdisciplinary work, and that much effort should be devoted to nurturing the interdisciplinary mind and delineation of educational experiences. Multiperspectivism has been embraced by a range of educational theorists

and applied by policy makers and practitioners nationwide. The theory holds significance within core classes, vocational training, and adult learning models.

> I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place. Knowledge is not the same as morality, but we need to understand if we are to avoid past mistakes and move in productive directions. An important part of that understanding is knowing who we are and what we can do... Ultimately, we must synthesize our understandings for ourselves. The performance of understanding that try matters are the ones we carry out as human beings in an imperfect world which we can affect for good or for ill. (Gardner, 1999, p. 180)

Andragogy Practice and Theory

Merriam (2001) argues that adult education must be seen as an independent variable in teaching and leadership. Educators must use the theory of andragogy to teach and collaborate with students. The five assumptions that rest on these self-conceptualization adult learning standards show that adults are innovative thinkers and respondents. According to the principles of andragogy, the adult learner is someone who:

1. Has an independent self-concept and can direct his or her own learning;

2. Has accumulated a reservoir of life experiences that is a rich resource for learning;

3. Has learning needs closely related to changing social roles;

4. Is problem-centered and interested in immediate application of knowledge; and

5. Is motivated to learn by internal rather than external factors. (p. 5)

The physical and psychological climate of the academic forum must respect these aspects of the adult learner and create a union between the student and the facilitator. By engaging in self-directed learning, students show leaders that they have the capacity to create change and that they are personally responsible for attaining their goals and objectives. Adult learners need to be asked questions about their personal goals and objectives via questionnaires. They need to participate in transformational learning by engaging in self-reflection about their personal and professional development and why they are encountering barriers that hinder their English development. The transformational learning process will also include self-reflective journaling, sharing with other members, and creating inner-voice conversations about their knowledge and learning challenges.

Neuroscience and cognitive science are sources of information for understanding andragogy. Human minds use intelligence and the faculties of thought, reasoning, and self-awareness to make meaning of life's experiences (Damasio, 1999). Adult learning must acknowledge each person's individuality, employing multi-sensory experiences and empathy to cultural diversity and value systems. Participants must be encouraged to celebrate their own personal background of learning, as well as their role in their family and in the life of their future college graduate. Swap (1987) emphasizes the importance of parents' contributions to student learning, stating, "Equal power builds good relationships, both teachers and parents should have an opportunity to contribute information or skills, and each contribution should be valued by the other" (p. 24). Students need to have a powerful voice in their own personal development, which can be

encouraged via assessment of prior learning and the implementation of an adult-enhanced curriculum.

Somatic learning acknowledges the body as a source of knowledge and should be used in the training program (Merriam, 2001). Students must engage in narrative learning by sharing their own life stories and exploring how connections can help their literacy acquisition. Students can reflect on their own struggles with the college process, overcoming obstacles, and breaking stereotypical boundaries. Prompted by a series of open-ended, therapeutic discussions, members will further the meaning-making process by keeping personal and learning journals. The informal and formal dialogue (in the form of interviews, conversations, email, celebrations, etc.) can show their contribution to an important program that will shape a generation of future leaders. Adult learners must be seen holistically and appreciated for the strong and powerful stories that will shape their self-learning voyage. The somatic learning process involves imagining, intuiting, and learning via encouraging, non-biased discourse. Finally, students' learning should be contextualized within outside influences and include an examination of how the effects of racism, classism, gender inequality, and oppression can be overturned by transformational learning.

Reading and Writing Discrimination

The lack of clear objectives and goals is another key struggle in the reading and writing acquisition of ESL students, as they are often left guessing about concepts with which mainstream students intrinsically identify. Assignment and test questions are often written to an audience of culturally and socio-economically privileged students, which leaves ESL students at an even higher disadvantage.

Learning is affected by many conditions both internal and external to learners. There is, in any group, a wide range of individual differences in styles, strategies, and pace of learning. Learners are not always conscious of these components, yet their influence of involvement can determine ones success. Aptitude, personality, attitude and motivation, and cognitive learning style are factors among others, impacting on a learner's second language acquisition. (Carrasquillo, 1994, p. 34)

ESL students often explain that when they write in English, they translate words, phrases, and organization from their first language, which is lost in the translation and writing process. In multicultural research anthropologists, psychologists, and researchers in education have concluded that people learn writing through society, cultural experiences, and educational discourse (Connor & Kaplan, 1987). Empirical research explains that there are significant strategies of learning required to successfully acquire literacy in a new language. Connor and Kaplan explain that "knowing the educational background of their students can provide ESL writing teachers with important insights into the ways in which ESL writers approach the often formidable task of learning to write in English" (p. 205).

The standardized curriculum in community college districts lacks the writing tools and editing process for students to clearly develop their thoughts, critical analysis, or thesis statements. The differences between ESL and Native English Speakers' writing are significant and educators must acknowledge them. ESL students must receive fair treatment, effective teaching, and an opportunity to personalize and embrace their writing topics and process. Special education students need their questions to be individualized,

and although there was a push towards individualized education plans many teachers generalize and ignore the needs of a diverse curriculum.

Learning to read and write in English is often difficult for ESL/ELL students, and without computer access after school, they do not have access to computer programs that can translate phrases into their native language. Textbook software can help them in their translation and the writing process. Without access to these kinds of tools, ESL/ELL students may have an especially difficult time making sense of their writing assignments, leaving them guessing about the meaning of prompts, which are not written with ESL/ELL students as their intended audience. Given these conditions, such students may not be able to complete their assignments at all. Carrasquillo (1994) believes that "learners are not always conscious of these learning components, yet their influence of involvement can determine one's success. Aptitude, personality, attitude and motivation, and cognitive learning style are factors among others, impacting on a learner's second language acquisition" (p. 34).

Furthermore, if students do not have the opportunity to do online research, they will not be able to access information on future college and career goals. School computer labs must give students time to look up important information on the financial aid process, apply online for colleges, and investigate background information on test preparation or register for college credit courses. ESL/ELL students that are not given access to the Internet after school may not have the resources at home to do so either.

Benchmarking

In order for students to succeed in post-secondary classrooms, a set of benchmark standards must be used to validate the strengths and weaknesses of our goals and

objectives. Benchmarking is the process of learning from ideal values to help facilitate and guide change (Choo, 2001). According to Schein (2004), assumptions about organizational adaptation evolve through sociology and group dynamics. The change must first be established and then must be continually discussed and managed. As transformative leaders, educators need to be tasked with facilitating the unlearning of previous group identities and routines. As the members "unfreeze" their cognitive structure to change, they will begin to be motivated to use the benchmark drivers to gain control of learning principles. Three conditions must be present in order for an organization to develop the motivation to change and move forward:

1. Enough disconfirming data to cause serious discomfort and disequilibrium;

2. The connection of the disconfirming data to important goals and ideals, causing anxiety and/or guilt; and

3. Enough psychological safety, in the sense of being able to see possible ways of solving the problem and learning something new without the loss of identity or integrity. (p. 1)

The focus must be on the impact of outcomes, and not the documentation of numbers served or produced. Students need to continue to work with the mission statement and the benchmark of guiding educational foundations and organizations. The faculty and students should continue to survey policies, behaviors, and actions to guide and monitor transformation. Educational curriculum should not be based on standards; rather, it should be based on multiple partnerships from all of their disciplines and cultural discourses. Finally, cultural perceptions and interpersonal skills should serve as the foundation for educators to enter into an interactive learning community.

Educators are also not taking the responsibility to exhibit leadership in and outside of the academic classroom. The recent trend of multiculturalism in the classroom has been replaced with conferences and a load of extra work for underpaid practitioners. Many professionals believe that the professional training, is not properly exhibited, therefore they leave their classrooms to do nothing but do busy work to surpass their administrators. They also believe that this leaves their students to work with a substitute teacher that doesn't understand their learning climate, or the lesson implementation they are journeying upon.

Successful intelligent leaders capitalize on their strengths and compensate for or correct their weaknesses. That is, they figure out what they will do well, and leverage their strengths in optimal ways. At the same time, they figure out what they do not do well, and either compensate by having others do these things for them, or correct themselves so that that they become good enough to get by (Stenberg, 2005).

In order for leaders to understand the needs of their diverse student population and pedagogical practices, they should understand fundamentals of the transformational leadership approach. The established characteristics are derived from authoritative and mobilized into the entrance of the fundamental state of leadership. The transformational leadership model is rooted within four influential factors, including: idealized influence/charisma, inspirational motivation, intellectual stimulation, and individualized consideration (Northouse, 2007).

> When we enter the fundamental state of leadership, we immediately have new
> thoughts and engage in new behaviors. We can't remain in this state forever. It

can last for hours, days, or sometimes months, but eventually we come back to

our normal frame of mind. (Quinn, 2005, p. 14)

Northouse (2007) identifies individual consideration as a factor in the

representation of leaders who will support a climate in which they listen carefully to the

individual needs of followers. It is through an open forum that teachers can speak with

their student population about students' personal beliefs, desires, strengths, and

weaknesses to create a transgressional and opportunistic learning voyage. The lens of

opportunity can be mandated to embark on each student's cultural, ethnic, and emotional

intelligences, and to create a holistic and enlightening didactic community.

Transformative Leading

Through employing developmental processes, transformational leaders empower

followers, helping them become more autonomous and competent individuals who reach

self-actualization and higher levels of morality in the pursuit of valued outcomes (Popper

& Mayseless, 2002). Likewise, Schriesheim, Castro, Zhou, and DeChurch (2006) argue

that transformational leadership is associated with higher levels of subordinate

motivation, effort, satisfaction, and performance. In order to inspire followers,

transformational leaders need to frame their message in meaningful ways.

Tan and Wee (2002) maintain that framing is an important aspect of how

transformational leaders use language to create meaning that translates into an ability to

motivate people to work together for change. They argue that frame alignment links

individuals' and leaders' interpretative orientations in such a way that the followers'

interests, values and beliefs and the leader's activities, goals, and ideology become

congruent and complementary (McGuire, By, & Hutchings, 2007).

According to Coleman (2002), "The authoritative leader is a visionary. He motivates people by making clear to them how their work fits into a larger vision for the organization" (p. 83). Educators need to understand the models and traits of authoritative and interactive analysis in order for their competence (or lack thereof) to be embedded in their delivery. "By framing the individual tasks within a grand vision, the authoritative leader defines standards that revolve around that vision…Authoritative leaders give people the freedom to innovate, experiment, and take calculated risks" (p. 84).

Cultural Perspectives on Organizational Development

Assessing the key components of an organization's cultural identity requires analyzing the general and specific assumptions shared by its members. Many of these are visible as artifacts at the surface level, but developing a true understanding requires a more thorough assessment. Schein (2004) elaborates on this necessity as follows:

> Unless one understands what is going on at this deeper level, one cannot really decipher the meaning of the more surface phenomena, and, worse, one might misinterpret them because of the likelihood that one will be projecting one's own cultural biases onto the observed phenomena. (p. 39)

The role of an academic institute is to create strong and powerful lifelong learners. It is the organizational hierarchy's responsibility to be clear and practical in its personal and professional actions and beliefs. It is the responsibility of certificated staff members to understand their own personal belief systems in order for an interdisciplinary and authentic pedagogy to take place. In other words, the school staff and their administrative practices must be personally influential and accurate to build students' cultural literacies and synthesized awareness.

Digging deep enough into the organizational underpinnings of a group to fully

grasp the significance of its core cultural characteristics is challenging. Succeeding in this

quest requires an investigator to acknowledge that "culture is a multidimensional,

multifaceted phenomenon, not easily reduced to a few major dimensions" (Schein, 2004,

p. 109). The culture of an organization is the result of external influences, internal issues,

and responses to crises, in addition to unpredictable and random events. However, an

astute observer of an organization should pay close attention to the following key

organizational cultural factors:

Artifacts. The most apparent component of any culture is its artifacts: anything

that can be understood with sensory experience. Among the more common artifacts are

the architectural design of the culture's facilities, its language, the technology it uses,

artistic creations, style of clothing, myths and legends, food, emotional displays, and rites

of passage (Schein, 2004). It is important to note, however, that despite the often

immediate accessibility of a culture's artifacts, they are "both easy to observe and very

difficult to decipher" (p. 26). This is a result of symbols being ambiguous and the reality

that interpretations and assumptions made by an outside observer might not always be

accurate.

Espoused beliefs and values. An organization develops it defines itself according

to an ideology and collection of myths anchored in shared values and beliefs that have

evolved into a set of tacit assumptions (Schein, 2004). Espoused beliefs and values are

the tools with which an organization talks about itself to its members and, more

importantly, to people who are external to it. These beliefs and values are very

dramatically outlined in mission statements and other formal documents used to

demonstrate the organization's admirable ambitions. However, while these are a reflection of a group's integral ideology, they are not immutable. Schein cautions that it is common for the decisions of an organization (its theories in action) to become incongruous with its espoused values and beliefs. When this discord achieves critical mass, "scandal and myth explosion become relevant as mechanisms of culture change…the consequences of the actual operating assumptions create public and visible scandal that cannot be hidden, avoided, or denied" (p. 310).

Basic underlying assumptions. Schein (2004) argues, "the critical defining characteristic of a group [is] the fact that its members have a shared history" (p. 11). This is relevant to basic underlying assumptions because they rely heavily on a history of repeated success that is such a fundamental component of an organization's culture that anything different would be completely inconceivable to its members. This is a powerful component of culture because it is tied to cognitive stability through which the mind skews perceptions about events so that they are interpreted as being congruous with our assumptions, "even if that means distorting, denying, projecting, or in other ways falsifying to ourselves what may be going on around us" (p. 32). Essentially, culture is a means by which anxiety can be minimized through the communal definition and acceptance of various assumptions. Any threat to that perception of stability is met with disagreement, hostility, and disbelief .

Common language. The language that members of an organization use with one another is an outward component of the group's culture, much like artifacts, is often hard to truly understand. As with basic underlying assumptions acting as a means of avoiding uncertainty, a common language is a means by which members of a culture can define

how things should be interpreted (Schein, 2004). Sharing a common language means everyone in a culture agrees on the basic definitions of words, phrases and concepts – so there can be no misunderstanding at a later date. Schein elaborates on how "critical conceptual categories are usually built into the basic language a group uses" (p. 115). Furthermore, over time most cultures invest special meaning into common words and phrases and build into certain words or phrases a sub-textual level of meaning that only true members of that culture could discern (Schein).

Defining group boundaries. Leaders initially define the criteria for membership of any group, but as the members develop relationships and share experiences, they come to agree on the traits and qualities they desire of future members (Schein, 2004). Additionally, applicants "self-select themselves out of the applicant pool" (Robbins, 2005, p. 235), narrowing prospective membership to individuals like those in the organization. Debate also focuses on a variety of issues, including eligibility for ownership or partnership, stock options, and special benefits. Underscoring these discussions is the notion of promotion. One's initial promotion is inclusion in the organization, but further promotion resulting in the aforementioned benefits, is contingent upon "belonging." Schein (2004) delineates three levels of career advancement: the initial inclusion, lateral movement within the company, and vertical movement in rank through the company.

Distributing power and status. Assigning authority in organizations is fundamental to and determined by its underlying culture. Methodology differs widely from informal and loose to rigidly formal expectations of requirements for promotion to positions of influence. Founders' beliefs and basic assumptions direct the allocation of

power in the early years of the company, but this changes as the group develops and grows.

The founders' assumptions will, likewise, determine the level of formality in the foundational structure of power distribution. Inherently related to the internal issue of power distribution are the crucial external issues of mission and task (Schein, 2004). The leadership of a group decides its mission, vision, and goals, which will remain the same unless revised by future leaders. Organizational leaders, initial and subsequent, are, therefore, critical and indispensable for creating and molding every aspect of any company.

Nature of time. Five basic aspects of time include: time orientation, monochronic or polychronic time orientation, planning and development time, time horizons, and symmetry of temporal activities (Schein, 2004). Depending on its time orientation a group will yearn for how things were done in the past, fret over the concerns of the present, focus on near-future or quarterly events, or make operational decisions geared toward distant future goals with little regard to present matters. A culture will also complete tasks in a linear, sequential fashion according to a monochronic time orientation, or it will focus on many activities at once through a polychronic time orientation. Organizations operating with a planning time mentality emphasize monochronic objectives. Conversely, personnel and units that are development time oriented are process-focused and not concerned about the timelines and deadlines of those operating under planning time. As a result, understanding the differing time horizons that determine the units of time for accomplishing these objectives is important for effective integration.

The nature of humanity. Whatever motivates humans to strive for success defines the nature of humanity (Schein, 2004). Furthermore, Schein elaborates, "both the incentive and control systems in most organizations are built on assumptions about human nature, and if those assumptions are not shared by the managers of that organization, inconsistent practices and confusion will result" (p. 174). Maslow's hierarchy of human needs lists what motivates people, but there are other theories that reinterpret his assumptions (Neukrug, 2003; Schein, 2004).

Individualism vs. collectivism. Robbins (2005) emphasizes, "individualism is the degree to which people in a country prefer to act as individuals rather than as members of groups" (p. 21). For example, the U.S. is a country high in individualism whereas Japan is low in individualism (Robbins, 2005; Schein, 2004). "In practice, every society or organization must honor both the group and the individual [but] ultimately a society sees as its basic building block [either] the individual or the group" (Schein, p. 181). An organization will most likely favor individualism or collectivism (Schein).

Mental models. Mental models are "deeply held internal images of how the world works, images that limit us to familiar ways of thinking and acting" (Senge, 1990, p. 163). They are an important influence on an organization's actions and often determine whether brilliant new strategies are implemented or rendered to the scrap pile. Organizational members bring with them backgrounds of varying experiences that impact how they approach situations. Mental models are similar in function to theories-in-use and range from simple generalizations to complex, multi-layered theories (Senge). Mental models can be a very significant impediment to learning and progress and must be dealt with carefully but directly.

Curriculum Evaluation

The psychology and psychoanalysis behind Ralph Tyler's (1949) principles of effective curriculum and instruction will serve as the foundation for creating a meaningful curriculum. Tyler argues that the "learning experience is the direct interaction between the learner and the external conditions in the environment in which he can react" (p. 63). The training material must have satisfying and meaningful results and incorporate each individual role. It is through creative and careful evaluation that the new curriculum will be cultivated, which will then lead to a thorough assessment of the instructional program.

Learning takes place when the student internally accepts and processes the material. Tyler (1949) identifies four main questions to be used in analyzing curriculum in educational settings:

1. What educational purposes should the school seek to attain? (Defining appropriate learning objectives to parents, educators, and students).

2. How can learning experiences be selected which are likely to be useful in attaining these objectives? (Introducing useful learning experiences to ESL/ELL parents).

3. How can learning experiences be organized for effective instruction? (Organizing experiences to maximize their effect on post-secondary education).

4. How can the effectiveness of learning experiences be evaluated? (Evaluating the process and revising informational workshops that were not effective, p.1).

Ethical Considerations

Ethics in education disciplines continue to gather attention from society. No matter how administration and management implement organizational mission and goals, individual behavior eventually comes down to personal beliefs and ethics (Bolman & Deal, 2003). California community colleges must cultivate an ethical culture that views diversity and equality as primary to democracy. Boatright (2007) explains that discrimination involves wrongful acts within the fields of employment, education, and medical care. Although discrimination in each area takes on a variety of forms, what they have in common is "that a person is deprived of some benefit or opportunity because of membership in some group toward which there is substantial prejudice" (p. 177). In today's educational disciplines, ethical practices and actions can result in negative opinions of higher education and community involvement.

FGCSs' family and community members feel that their lack of former education creates a barrier for them to understand the educational system and the goals of the school. The ethical responsibility is to convey to educators that their involvement will substantially improve their students' lives. Engaging with their personal stories will help spark transformational change. Many parents feel that their freedom depends on learning the English language. They want to learn English because even if it is too late for them to get better jobs, their children will at least have the hope of obtaining better employment by being bilingual (Delgado-Gaitan & Trueba, 1991). It is also important to recruit Spanish translators to be present at all community members' meetings. In order to facilitate change, members must have a "hands-on approach" to all materials distributed and allowing room for suggestions.

The next ethical research question involves the screening of ESL and ELL family members based on their ethnicity, socio-economic makeup, and their personal educational background. Members must have the option to decline to respond to socio-economic or cultural background questions during the screening process. Two Kantian themes that promote privacy for minority protection are those of autonomy and respect for persons (Boatright, 2007). Kantian arguments point to the key insight that privacy is important for dignity and well-being. Participants must understand that both the informal and formal questioning of the screening process will be voluntarily, and they can choose to respond anonymously. Privacy is a valuable element of an individual's pride and integrity, which is why personal choice and involvement must be considered in all responses.

Students need to feel empowered to create personal reflections on the ideals of ethical habits both in and outside of work. Blanchard and Peale (1988) explore themes of personal development. Personal challenges and hardships must be used to overcome struggles and create change. The Five Principles of Ethical Power for individuals show that one must look at the overall purpose of the organization not only in his or her career, but also in his or her personal relationships with others. Members must work on their personal and professional principles. The Five Principles or "Ps" of Ethical Power are:

1. Purpose: Mission/Vision/Ethical responsibility

2. Pride: Balanced self-esteem

3. Patience: Be empathetic

4. Persistence: Behavior consistent with intentions

5. Perspective: Motivation and self-reflection. (p. 80)

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Educators should make it their priority to exemplify meaningful mentor relations with all FGCSs. They should feel proud of their past, present, and future. The personal challenges that they have encountered will continue to play a vital role in parent and student involvement. Administrators, faculty, and peer mentors need to focus on their personal mission within the program and continue to guide and mentor ESL/ELL/FGCSs to higher education.

Summary

The first research question addressed the teaching of ESL/ELL/FGCS in the community college. The literature reviewed multiculturalism in the California community college system, androgogical theory and practice, and the organizational structure of the community college. The sociological perspective and ethical considerations were examined in this chapter. The literature revealed a need for implication of the study, cultural empathy, multiple literacies, multilingual perspectives, teachers' perceptions/teaching styles, and a proposition to address cultural barriers within family-school-community partnerships. The literature will be the fundamental tool to create sensitive methodological practices for human subjects at College of the Sequoias writing center.

Chapter 3: Methodology

The purpose of this chapter is to describe the qualitative research design and methodology that were used to conduct the study. The ethnographic research design and the researcher's role will be discussed. Additionally, this chapter will present the methodological principles, setting of the study, demographics, ethical considerations, human subject protection, events and processes, data analysis procedures, and the post-coding system for the findings. The discussed methods helped to create a sensitive and consensual study for all participating subjects.

Qualitative Research Design

The purpose of this qualitative case study is to discover whether ESL, ELL, and FGCSs' participation in the one-unit writing lab encouraged or yielded students' personal and professional involvement. According to Denzin and Lincoln (2003), "qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible" (p. 4). Qualitative research explores phenomena within cultural contexts from the perspectives of the members of the cultural groups involved. It involves the collection of empirical methods, including: personal experience, introspection, life story, artifacts, cultural texts, observations, and historical interpretations. In order to understand the cultural boundaries and organizational structure of the student writing lab, the researcher conducted observations and took detailed field notes.

In attempt to "discover" the needs of the sample population, the researcher will implement a grounded theory study (Creswell, 1994). The use of an empirically grounded theory requires a reciprocal relationship between data and theory. In order to accomplish

this the data must generate propositions in a dialectical manor that permits the priori

theoretical framework (Lather, 1986). Ethnographic researchers begin with a theory that

informs their study. The emancipation and repression (Thomas, 1993) in an ethnographic

study that is used as the critical component, existing theories of culture, such as

structional functionalism, symbolic interaction, social-exchange theory, and others

(Goetz & LeCompet, 1984), help to shape the research questions. In an effort to

understand the cultural assumptions of the writing lab this researcher will include any

member of the group that voluntarily shares his or her beliefs and values. Participants that

work closely with the researcher will serve as key informants of the cultural discourse.

The study is then reflected based on the values, beliefs, and behaviors of the sample

population (Richards & Morse, 2007). The grounded ethnographicethnographic data is

grounded in interrelationships, theoretical sampling, and human experience in their

natural setting of the writing.

The Ethnographic Research Design

This study utilized the fundamental principles of the ethnographical research

design. Ethnographies include extensive observations conducted contextually in response

to the lived realities encountered in the field setting (LeCompte & Schensul, 1999). In an

attempt to seek and understand the needs of the students, the researcher used the

moderator of environmental conditions and the mediating factor of social support to the

conditions of the lab.

Focused Research Design

The focused ethnographic design is used to evaluate and elicit information on a

specific topic or shared experience (Richards & Morse, 2007). Participation in the

Writing Lab will be a key part in the cultural assumptions and experiences of the ESL/ELL subgroup. The focused design allows the researcher to interact with and respond to diversity that is different from the researcher's cultural and ethnic background. It may also be used to study institutions, organizations, and disciplines within the context of a larger discourse. This focused ethnographic study includes in-depth interviews, observing the situation, artifacts, documentation of the participants within their natural setting, and verbatim data.

Transformative-Emancipatory Model

Greene and Caracelli (1997) have helped to create the transformative design to study within a value-based, action-oriented research. This researcher conducted action research through a reflective and interactive collaboration at the writing center. The researcher used the voices of the students and staff members to help guide the study and create a "problem solving" process within the community of practice. The participants' actions helped to empower the mix of values in a bias-free action plan aimed at creating empowering solutions. The empowerment of different inquires helps to facilitate and lead a transgressional and transformative design. Mertens (2003) has created a list of informative steps to engage the ethnographical study:

- Research based on concerns of diverse groups and issues of discrimination and oppression.

- The problem is investigated through concern of the sample population.

- Quality time should be spent within the discipline (building trust, using an appropriate theoretical framework other than a deflect model) developing balanced-positive and negative-questions.

- Questions should be lead to transformative answers such as questions focused on authority and relations of power in institutions and communities.

- The research design should be identified by making sure all groups are recognized and respect ethical considerations of participants.

- The participants of the group should be active in empowerment and freedom from of oppression.

- Participants need to labeled appropriately and a recognition of diversity of the target population.

- The inclusiveness of the sample population should be used to increase the probability that traditionally marginalized groups are accurately and adequately represented.

- The instruments and method of the study should work to benefit the community and be credible to that community.

- The communication within the community should be effective and open up avenues for participation in the social change process.

- In order to analyze and interpret the results it should be focused on subgroups (multi-level analysts) to analyze the differential impact on diverse groups.

- The results should help understand and elicit power relationships and facilitate social change. (p. 137)

Methodological Principles

The methodological principles used in the study encompass social and psychological factors (Hammersley, 1990). The three methods include: naturalism, understanding, and discovery.

Naturalism. Naturalism is a humanistic approach that emphasizes first-hand experiences within their natural setting. Another important implication of naturalism is that in studying natural settings the researcher should seek to minimize her or his effects on the behavior of the people being studied. Finally, naturalism involves experiencing social events and cultural experiences within the context that they occur (Genzuk, 2003). This implies that social events and processes must be explained in terms of their relationship to the context in which they occur.

Understanding. In order to understand the needs of the ESL writing lab the researcher must respond to interpretation and the human interactions of the institution. Ethnic, occupational, and small informal groups (even individual families or school classes) develop distinctive ways of orienting to the world that need to be understood if their behavior is to be explained. The informal interactions and conversational interviewing between participants and the researcher help to create a meaningful and ethically rich study (Genzuk, 2003).

Discovery. Another feature of ethnographic is based on the discovery, rather than limited on the explicit hypothesis. The interest of the researcher includes theoretical issues and is focused on the general interest of some type of social phenomena and/or in some theoretical issue or practical problem. The focus of the research is developed over the course of the study and regarded as a valuable outcome (Genzuk, 2003).

The Researcher's Role

According to Genzuk (2003), since the researcher is an active participant in the process,

observation is an omnibus field strategy in that it simultaneously combines

document analysis, interviewing of respondents and informants, direct

participation and observation, and introspection. In participant observation the

researcher shares as intimately as possible in the life and activities of the people in

the observed setting. The purpose of such participation is to develop an insider's

view of what is happening. This means that the researcher not only sees what is

happening but "feels" what it is like to be part of the group. Experiencing an

environment as an insider is what necessitates the "participant" part of participant

observation. At the same time, however, there is clearly an observer side to this

process. The challenge is to combine participation and observation so as to

become capable of understanding the experience as an insider while

simultaneously describing the experience for outsiders. (p. 2)

Locke (2000) states that there is a distinct range of strategic, ethical, and personal

issues to consider in the research process. The researcher must be aware of her biases,

values, and personal interests about the research and its process. Key elements of the

researcher's role include his or her background and connections between the researcher

and the organization. In attempt to address these concerns, the researcher will include her

personal belief system on the research presented. As a community college English

teacher this researcher has witnessed firsthand the discrimination against the sample

population. This researcher has found that these students are falling behind and

continuing to struggle within the institution. As a FGCS, this researcher has a personal

mission to help empower and lead students into higher education. The connection

between the writing center and success in interdisciplinary studies has continued to be

problematic at College of the Sequoias. In an attempt to create action-based change this researcher has decided to conduct research for the purpose of cultivating and aiding the community of struggling adult learners.

The researcher must also be aware of her ethical and cultural biases, and not let her mission to help the sample population affect the study. The researcher knows that she needs to listen open-mindedly to administrative and staff procedures and opinions. The researcher also needs to be open to learning about the California community standards and organizational hierarchy. The researcher is aware that she must be sensitive to the goals of the English department and its restrictive fiscal budgeting and classroom structure. Finally, the researcher will be open to suggestions, ideas, and criticism, and seek approval from College of the Sequoias management to continue her study.

Setting of the Study

Tulare County demographics. Tulare County includes an area of 4,863 square miles. Tulare County has become the second-leading producer of agricultural commodities in the U.S. The county has a growing population of 397,000. The city of Visalia has a population of 93,000. Tulare County's chief economic driver is agribusiness; it supplies the demands of consumer and export markets. The county's agribusiness alone produces over $4 billion dollars in value for all commodities, an increase of 32% since 2000 (U.S. Census Bureau, 2009).

Approximately 40.6% of Tulare County's population is primarily Spanish speaking (see Table 1). Agriculture serves as the predominant source of direct and indirect sources of employment, accounting for over 7% of employment in the state and 25% of employment in the Central California Valley (see Table 2). Although the number

of workers may fluctuate due to seasonal employment, California's agriculture is an

important and growing source of work, partly because of California's emphasis on labor-

intensive products such as vegetables and other specialty crops (Finney & Symonds,

2003).

Table 1

The Impact of Demographics on Tulare County's Language Structure when Analyzed by Ethnicity (2009)

Sub-group	Percentage
Speaks only English (Age 5+)	56.2%
Speaks Spanish	40.6%
Speaks Asian or Pacific Island language	2.9%
Speaks other language	0.2%
Citizenship - Native-born	75.4%
Citizenship - Foreign born (naturalized)	6.5%
Citizenship - Foreign born (non-citizen)	18.1%

Note. Adapted from "State and county quick facts," by U.S. Census Bureau, 2009, Retrieved from http://quickfacts.census.gov/qfd/states/06/06107.html. Copyright 2009 by the U.S. Census Bureau.

Table 2

Income and Education in Tulare County (2009)

Total household income ($US)	$7,103,641,691
Median household income ($US)	$40,159
Per capita income ($US)	$16,687
High income average ($US)	$366,855
Education - Less than high school (Age 25+)	34.7%
Education - High school (Age 25+)	22.8%
Education - Some college (Age 25+)	22.9%
Education - Bachelor's degree (Age 25+)	8.7%
Education - Graduate degree (Age 25+)	4.1%

Note. Adapted from "State and county quick facts," by U.S. Census Bureau, 2009, Retrieved from http://quickfacts.census.gov/qfd/states/06/06107.html. Copyright 2009 by the U.S. Census Bureau.

College of the Sequoias demographics. Enrollment within the California Community College District has skyrocketed to an astonishing 2.9 million. The student population of COS is currently 12,986. The Hispanic population makes up 8,720 students, with an 84.49% retention rate (see Table 3). Yet, only 13.87% (see Tables 4 and 5) of staff and faculty are of Hispanic origin (California Community Colleges Chancellor's Office, n.d.).

Table 3

Employment and Occupation in Tulare County (2009)

Males employed (Age 16+) 91,523	90,076
Females employed (Age 16+)	70,620
Total employed individuals (Age 16+)	162,143
White collar occupations	50.0%
Blue collar occupations	22.6%
Service occupations	17.0%
Occupations - management, business, and financial	10.6%
Occupations - Sales and office	23.0%
Occupations - Farming, forestry, fishing	10.4%
Private for profit wage and salary workers	70.5%
Private not-for-profit wage and salary workers	4.7%
Local govt. workers	10.4%
State govt. workers	5.2%
Federal govt. workers	1.3%
Self-employed workers	7.4%

Note. Adapted from "State and county quick facts," by U.S. Census Bureau, 2009, Retrieved from http://quickfacts.census.gov/qfd/states/06/06107.html. Copyright 2009 by the U.S. Census Bureau.

Table 4

Student Headcount by Ethnicity for College of the Sequoias 2009 Spring Semester

Ethnicity	Number of students
African-American	395
American-Indian/Alaskan Native	154
Asian	431
Filipino	179
Hispanic	5,865
Other Non-White	177
Pacific Islander	59
Unknown	1,609
White Non-Hispanic	4,117
TOTAL ENROLLMENT	12,986

Note. Adapted from CCCCO management information system data element dictionary by the California Community Colleges Chancellor's Office, n.d. Retrieved from http:// www.cccco.edu/CommunityColleges/DataMart/tabid/848/Default.aspx

Table 5

College of the Sequoias Retention Rate for 2009 Spring Term/Remedial Non-Credit English Course by Ethnicity

Ethnicity	Total Enrollments	Retained	Retention Rate (%)
African-American	94	79	84.04%
American-Indian/Alaskan Native	29	19	65.52%
Asian	104	90	86.54%
Filipino	55	50	90.91%
Hispanic	1,296	1,095	84.49%
Other Non-White	44	40	90.91%
Pacific Islander	8	6	75.00%
Unknown	210	176	83.81%
White Non-Hispanic	732	605	82.65%
TOTAL	2,572	2,160	83.98%

Note. Adapted from CCCCO management information system data element dictionary by the California Community Colleges Chancellor's Office, n.d. Retrieved from http://www.cccco.edu/CommunityColleges/DataMart/tabid/848/Default.aspx

The graduation rate of first year, full-time students is currently 16% within the Hispanic ethnicity (see Table 6). Graduation rates can be measured over different lengths of time. The normal time is the typical amount of time it takes full-time students to complete their program (National Institute of Education Statistics, n.d.). Student services include: remedial services, academic counseling, placement services for students, placement services for transfer students, and on-campus day care for students' children. Currently 5% of the undergraduate student body is formally enrolled with the office of

disability services. The total grant aid received by all undergraduate students is $12,166,197, with over 67% of students receiving aid. The commuter school attendance status for undergraduates is 62% part-time, 56% female and 44% male. Ninety-six percent of students are in-state residents, 63% of which are age 24 years old and under, and 37% of which are 25 years old and older re-entry students.

Table 6

College of the Sequoias First Year Full-Time Graduation by Ethnicity (2009)

Ethnicity	Graduation rate (%)
American Indian or Alaska Native	0%
Asian/ Native Hawaiian/ Pacific Islander	24%
Black or African American	12%
Hispanic/ Latino	16%
White	30%
Race/ Ethnicity Unknown	26%

Note. Adapted from CCCCO management information system data element dictionary by the California Community Colleges Chancellor's Office, n.d. Retrieved from http:// www.cccco.edu/CommunityColleges/DataMart/tabid/848/Default.aspx

The focused sample population includes students enrolled in the non-transferable class English 360: Reading and Writing Skills, as well as writing center staff members. English 360 is a basic course in learning effective reading and writing strategies. The students will learn sentence structure, the writing process, language acquisition, reading comprehension, and critical thinking. Students enrolled in English 360 are given "Basic Skills" which results in non-designated and non-transferable credit units (Figure 1). The

additional hours and credits ESL students must take, once again, result in elitism and

social emancipation of higher-education institutions.

PLACEMENT EXAM/COUNSELOR

ENGL 360
Writing, Reading
& Study Skills
(Non-Transfer Course)
(AA Non-Applicable)

ENGL 251
Introduction to
Academic Writing
(ENGLISH 251 IS THE
ONLY 200 LEVEL ENGLISH
COURSE WHICH IS COS
AA/AS DEGREE
APPLICABLE)

ENGL 1
Composition &
Literature
(Transfer Courses,
Transfer Level)

English 2
Logic and
Composition

ESL 340, 341, 350,
351, 352
Advanced:
Writing/Grammar
Reading/Vocabulary
Pronunciations/Speaking

English14AB
Creative
Writing

English 265 AB
Developmental Reading
(This course is not COS
AA/AS Degree
Applicable.)

English 4
College Composition &
Literature

English 10
Chicano Literature

English 15-16
Survey of English
Literature

English 17
Native American
Literature

ESL 320, 321, 330,
331, 332
Intermediate:
Writing/Grammar
Reading/Vocabulary
Pronunciations/Speaking

Vocational Certificates

English 18
Black American
Literature

English 19
Women in Literature

English 205
Workplace Literacy
(This course is not COS
AA/AS Degree
Applicable)

English 280
Vocabulary Building
for Tests
(This course is not COS
AA/AS Degree
Applicable)

English 25
Asian American
Literature

ESL 300, 301, 310,
311, 312
Beginning:
Writing/Grammar
Reading/Vocabulary
Pronunciations/Speaking

English 30-31
American Literature

English 44-45
World Literature

English 223AD: Writing Center Consulting
(This course is not COS AA/AS Degree Applicable)

English 46
Shakespeare

WRITING CENTER
The Writing Center is designed to assist with
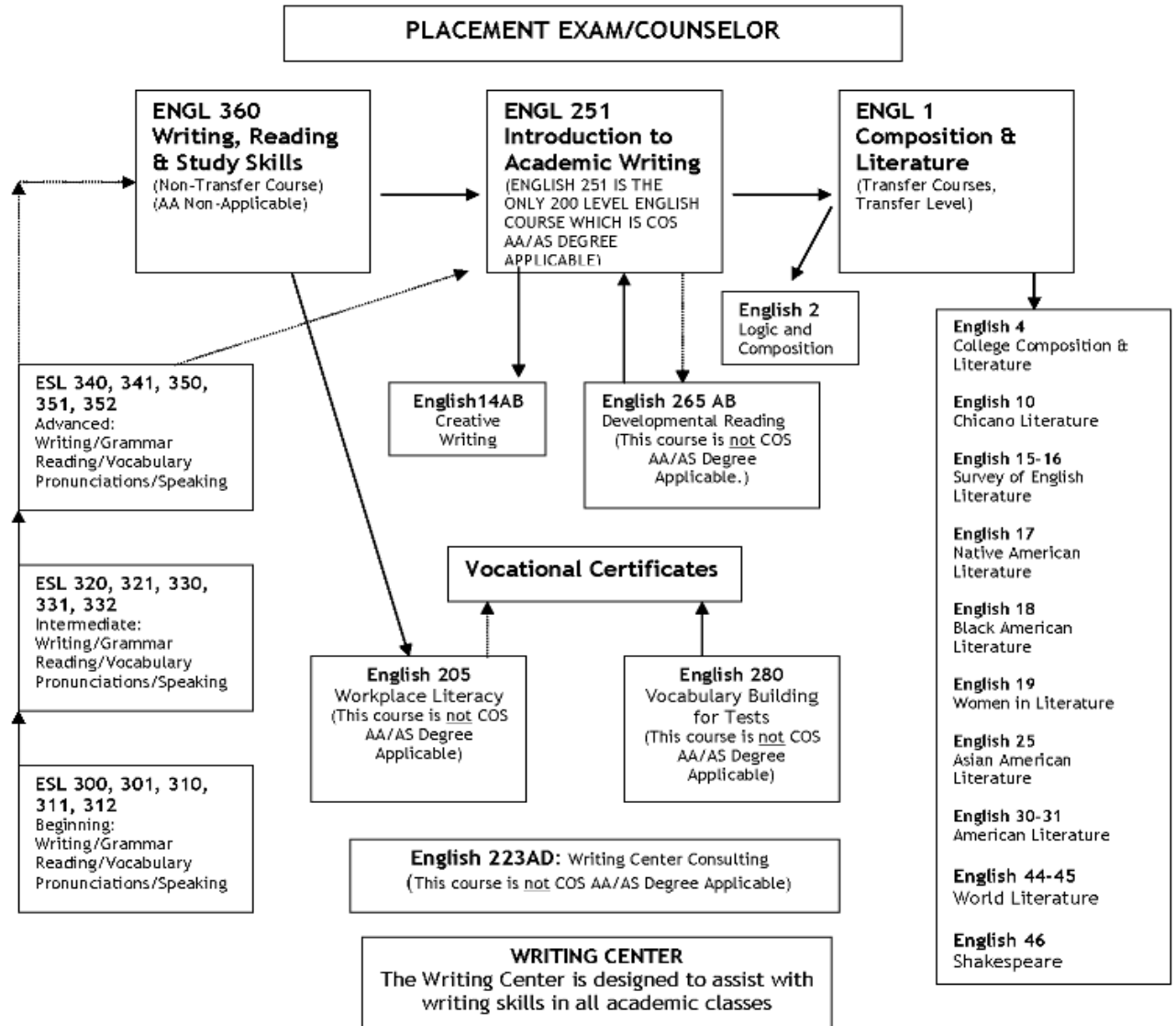writing skills in all academic classes

Figure 1. College of the Sequoias English course structure. Adapted from "English
sequence," by College of the Sequoias, n.d. Retrieved from http://www.cos.edu/
view_page.asp?nodeid=1108&parentid=1099&moduleid=1. Copyright by College of the
Sequoias.

Human Subjects Protection

This research study is conducted in accordance with the guidelines of Pepperdine University's Institutional Review Board (IRB) and College of the Sequoias to protect the human subjects involved in the study. The informed consent procedures adhere to the standards of the IRB to monitor and assess the welfare of the human participants. All members were advised consensually to protect the ethical rights of all involved, maximizing the safety, privacy, and anonymity of data collection and results.

Events and Processes

This case study focused on the everyday experiences and events in the English Writing Laboratory and the interactions between students and faculty mentors (see Appendix A). This includes making sense of critical events and issues that arose for students and staff members. Particular attention was paid to the roles of faculty members in imiplementing transformational leadership, student-family-community relationship building, and the vision of the English department. All subjects were informed about potential benefits and risks of participation, as well as the voluntary nature of participation, and signed an official consent form (see Appendices B-F). A phone interview of Participant 2 took place on February 27, 2010; all data were recorded and then synthesized for content. A personal student interviews took place on March 1, 2010 in the writing center. The questions were open and the researcher collected data by taking notes on responses. The group interview was conducted with 22 informed students in the writing center on March 3, 2010 (see Appendices G-H). Additionally, one student and one staff member answered open-ended questions in the writing center on March 5, 2010.The staff questionnaire took place on March 16, 2010 and was administrated in the

writing center (see Appendices I-J). All information was given voluntary and

anonymously. Ethnographic field notes and observations simultaneously took place

throughout the study and were concluded on April 30, 2010. All data were then

transcribed on May 1, 2010. The interviews and questionnaires provided an eclectic mix

of qualitative data (see Table 7).

Table 7

Interview Structure and Data Collection Strategies

Technique	Characteristics	Data Collection Strategy
Unstructured, interactive interviews	Unplanned, unanticipated questions to learn from students.	Ethnography, narrative inquiry
Informal Conversations	Active role through participation.	Phenomenology, grounded theory
Semi-structured Interviews	Open-ended questions.	Ethnography in Writing Lab
Group Interviews	Tape-recorded.	Focus group of ESL, ELL, and FGCSs.
Observations	Field notes in the Writing Lab and in other academic courses.	Ethnography

Ethical Considerations of the Study

In an attempt to consider the needs, values, rights, and desires of the informants

the researcher must be sensitive to the participants' environment and personal belief

systems (Merriam, 2010). In order to protect the informant's rights: (a) the researcher

will articulate verbally and in writing how data will be used and the objectives of the

study (see Appendix D); (b) the researcher will obtain written permission from College of

the Sequoias' planning and research department to conduct the study (see Appendix C);

(c) the researcher will file a research exemption form with the IRB; (d) participants will be informed of all data collections and devices; (e) verbatim transcriptions and written interpretations will be reported; (f) the informants' rights and interests will be considered in the reporting of the study; and (f) the final decision about participant anonymity will rest on the informant (see Appendices C-F).

Data Collection Strategies

Data were collected from February-April 2010. The researcher utilized a journaling log and collected personal reflections that were used in the final assessment, conducted in the beginning of May 2010. The researcher used the descriptive journal log for field notes, audio and video recording, memos, questionnaires and testing of skills acquired. The researcher reported her thoughts, feelings, biases, findings, and personal involvement after every interaction. The information was then transcribed and given to each participant to review (Table 8).

Data Analysis Procedure

The research questions for this study included:

1. According to students and staff members, is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English as Second Language (ESL) students?

2. According to students and staff members, is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English Language Learner (ELL) students?

3. According to students and staff members, is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for First Generation College Students (FGCSs)?

4. According to students and staff members, does maintaining reading and writing tutoring services for ESL students, ELL students, and FGCSs encourage faculty members' and tutors' personal and professional involvement?

5. According to students and staff members, how can tutors help to develop writing and reading courses for ESL students, ELL students, and FGCSs?

Table 8

Dissertation Study Timeline

Timeline Steps	Completion Date
Preliminary Oral Defense	December 8, 2009
Completed Modifications	December 14, 2009
Completed IRB Package	December 15, 2009
Secured IRB Approval	February 25, 2010
Phone Interview with Participant 2	February 27, 2010
Personal Interview with Participant 1	March 1, 2010
Group Interview at Writing Center	March 3, 2010
Personal Interview with Participant 3	March 5, 2010
Personal Interview with Participant 4	March 5, 2010
Staff Completes Questionnaire & Assessment	March 16, 2010
Conclude Observations/Ethnographic/Field Notes	April 30, 2010
Code & Synthesize Data	May 1, 2010
Final Oral Defense	June 2, 2010
Graduation from Doctoral Program	June 19, 2010

The interview questions were open-ended; interviews were conducted in the respondents' natural setting of the writing lab and/or at the College of the Sequoias Student Union. The interviews were tape recorded, transcribed, and given to the respondents for review. The questionnaire was first examined for internal and external validity by three experts in the field of Education and Research Practices (Creswell, 1994). The questionnaires were then handed out, evaluated based on grounded theory of research, and returned. The observational method was used in order to understand the cultural assumptions of the writing center and community college. Additionally, multiple literacies were observed through the daily activities of the cultural group, including (but not limited to): transportation, familial responsibilities, interdisciplinary interactions, core curriculum, and intrinsic motivation to continue higher education. It is within the context of their environment that the researcher was able to fully understand the phenomena under investigation deeply and in detail. The researcher then organized, transcribed, coded, and categorized the data to make sense of the grounded-theory.

Creswell (2003) explains the process of coding as organizing the material into "chunks" before bringing meaning into those categories. It involves taking text data or pictures, segmenting sentences or paragraphs, and labeling those categories with a term, based on the language of the participant. The coding helps to organize themes, analysis, and descriptions within the setting. The coding is then categorized in numerical order, emerging with parallel themes, generalizations, similarities, and differences in the responses. It is then highlighted using color-coding to keep track of detailed information (see Appendix K). This coding helped the researcher to establish an understanding of the

participants in the case studies, ethnographic analysis, and narrative responses. The coding system is broken up into six categories:

- Setting: College of the Sequoias Writing Lab,

- Perspectives held by subjects (students and staff members),

- Writing activity codes,

- Relationship and social structure codes within the laboratory,

- Process of the Analysis and Data Collection, and

- Strategy codes to help strengthen ESL, ELL, and FGCSs' learning acquisition.

Internal and External Validity

In order to ensure internal validity of the study the researcher continued to clarify the research purpose, define the intra and inter-reliability of the observations, and reflect on the tools being used throughout the research process. Data were collected through a triangulation theory of observations, field notes, and questions. The researcher made all respondents aware of her biases, the reasoning behind the investigation, and the data collection methods being used. External validity looked at the generalized themes and issues that arose within the study. The researcher then asked experts in the field to conduct an analysis for content and face validity. Experts revised and make suggestions according to their experience and background.

Reporting the Findings

Creswell (1994) suggests using a narrative format to detail the descriptive portrait of the study. The narrative outcomes were then compared with theories and the general literature on the topic; the researcher concluded with the literature at the end of the study (Creswell, 2003). The researcher's intention was to match participants' personal

experiences and literature on the subject to validate or question recurring themes and problems that are being investigated.

Summary

This chapter described the design of the study, the methodological principles, setting, demographics, ethical considerations, and data analysis procedure of the study. This information was used to create a safe and informative case study for research principles, as well as future questions and research.

Chapter 4: Findings Regarding Perceptions of Staff and Students

In the privileged liberal arts colleges, it is acceptable for professors to respect the "voice" of any student who wants to make a point. But students in public institutions, mostly from working class backgrounds, come to college believing that professors see them as having no valuable contribution. (Hooks, 1994, p. 149)

Procedures

To examine the perceptions of staff members and students in the writing center at College of Sequoias, participants were asked to complete a survey consisting of two sections: (a) demographic and background information, and (b) personal responses on ESL/ELL writing center services, curriculum, and training. The staff and student semi-structured interviews were then divided into two sections: (a) staff and student participation, and (b) cultural awareness and transformational pedagogy.

Background information. Eleven female and five male writing center staff members were interviewed. Thirteen female and 11 male students participated in the research. The age of staff members ranged from 18 to 55. Student ages ranged from 18 to 75. The prominent native langue of staff members was English, while the majority of students' was Spanish. The majority of staff members identified their ethnic makeup as Caucasian. Student interviewees had a cultural makeup of prominently Hispanic followed by Caucasian, African-American, and Asian.

Student participants classified as being full-time ESL, ELL, and FGCS students. Students' years in college ranged from 1-9 years at the college level. Their areas of studies included: General Education (to be eligible to apply for California State or

University of California schools), Certificate Programs (Paramedic, Automotive, Child Development), and Liberal Arts (Special Education and Elementary Education). Staff members' positions included instructors and writing tutors. Staff members came from Liberal Arts, English, Sciences, and Fine Arts disciplines. The differences in student and staff members' cultural identity, socio-economic, ethnic diversity, personal belief systems on higher education, ethics, intrinsic and extrinsic motivation may have had an impact on certain questions (negatively and/or positively).

Semi-structured group interviews. Student and staff participants were asked to respond to 10 questions that allowed them to respond to, question, and discuss their participation in the writing center and multicultural curriculum. The two semi-structured group interviews lasted 45-55 minutes.

Semi-structured individual interviews. The personal staff and student interviews were conducted in a private setting that enabled effective and non-biased communication and feedback. The FGCS personal interview was conducted via phone conference, recorded for ethical interpretations, and a personal response was then transcribed and mailed. The personal interviews consisted of two sections: (a) demographic and background information, and (b) personal experiences as a staff member, tutor, or student. The questions were then divided into three sections: (a) personal participation, (b) cultural awareness and transformational pedagogy, and (c) open forum for stories, examples or illustrations, personal case studies, and/or suggestions.

Ethnographic research. In order to evaluate the student organization of the writing center, in-depth interviews with students and staff members became an-on going

process over the course of the semester. The artifacts of formal and informal student

assignments, writing prompts, essays, tests, and communication helped to mold the

theory and practice of transformational pedagogy and evaluation. Observations of

students took place in the writing center, student services, library, computer lab, cultural

events, student organizations, and classroom participation shaped the need for

ESL/ELL/FGCSs to feel empowered and accepted in their academics.

The day-to-day interactions with the student population in and outside of the

classroom included visits in the quad area and student dining center, supervising their

first museum experience, extra-curricular activities, and a day using their primary means

of transportation: public transportation. It was through these interactions that action and

emancipatory research emerged. The outside activities, e-mail communication, phone

conversations, and personal interactions established rapport and trust with students and

allowed ethnographic research to emerge. The daily interactions of staff members took

place in classrooms, library, the writing center, formal and informal conversations, staff

meetings, and faculty offices.

Content and Face Validity of Instruments

Huck (2004) states that content validity in questionnaires and interviews can be

verified using experts in the field. The opinions and feedback from specialized

practitioners and researchers in English, ESL, Higher Education, and Student Writing

Centers helped to revise the proposed model. An instrument's validity is then compared

by experts against a syllabus, outline, research questions, and personal knowledge. Bernal

(1977) advises specialists to consider the presentation of material to participants. It is

through the study of face validity shareholders will feel they are treated fairly and respectfully. Lundberg and Young (2005) note:

> The phenomena of the organizational sciences are richly complex and that any single, dogmatic advocacy about how to understand such phenomena is likely to be specious at best. Once we abandon our allegiance to one or the other side of the debates about inquiry, we inevitably face many choices about how to create scientific meanings and do scientific work. (p. 6)

In a test the research questions for a validated theory the survey instrument was developed, validated for content validity and ethical considerations by the panel of experts, and revised for discipline and curriculum goals. The following steps were then conducted to test the research objectives:

1. After a collaborative and interactive literature review and study, a survey protocol was qualified for the study of College of Sequoias writing center students, tutors, and staff members. An interactive dialogue was prepared to encourage the FGCS participant's ideas and feedback.

2. The survey questionnaires were critically examined, critiqued, and revised by the panel of writing center experts.

3. A meeting for research consent was conducted with a representative from College of Sequoia's Office of Planning and Research. All guidelines, organizational structure, anonymity, ethical considerations, and IRB practices were discussed and the representative signed the consent form, giving the researcher permission to proceed with the research.

4. An ethnographic research paradigm was then analyzed after an extensive
   qualitative study took place in the writing center. All data was reported,
   interpreted, and qualified through the focused ethnographic research design
   lens.

5. The survey instruments were then analyzed through the axial coding system to
   measure the data results. The findings of the diverse qualitative study are
   reported.

Validation of Instrument

The instrument was submitted for review by three experts to analyze: (a) the
correlation between the research questions and the survey instrument, (b) existing
theories on pedagogical curriculum, and (c) face validity. The panel examined the survey
instrument for the purpose of the questionnaire and/or questions, deliverables, conditions
(time, setting, measurement, and anticipated expectations), clarity of purpose statement,
and reliability of administration and review.

Content validity in qualitative methods must look at the trustworthiness,
authenticity, and credibility of the presented analysis. Lincoln and Guba (2000) note that
validity is a highly debatable topic to investigate and conclude. Qualitative researchers
can use reliability to check for consistent patterns of thematic development through
expert critiques (Creswell, 2003). They can also generalize some facets of multiple case
analysis (Yin, 1989).

The experts were selected based on their knowledge of FGCS obstacles, ESL/ELL
student populations, experience and research in higher education writing centers, teaching

to a diverse student population, and adult learning theories. The selected panel included the following experts:

1. Dr. Lee-Ann Carroll, an English professor at Pepperdine University. Carroll developed the "Writing Support Program" at Pepperdine Graduate School of Education and Psychology and the "Internship Program for English Majors." Carroll's expertise includes the organization and development of a college writing center and writing program administrators.

2. Dr. Virginia Crisco, an English professor and co-coordinator of the first-year writing program at California State University, Fresno. Crisco's teaching and research interests include: composition theory, classroom and community literacy, pedagogy and teacher development, race and gender studies, and women's rhetoric. Crisco is an expert in pedagogy and teacher training in college composition and rhetoric.

3. Dr. Elizabeth L. Pearman, a qualitative researcher, design developer, and college professor at University of Northern Colorado in research methods and education. Pearman also has 17 years experience as an independent consultant in assessments, measurements, surveys, research designs, and program evaluations. Pearman's strengths include the development of qualitative research in unique college settings.

Participants in the Study

Participants in the study were enlisted by an open discussion held at the writing center, personal conversations, an informational session introducing the study, and professional references. All student, staff, and tutor participants were given a letter

introducing the purpose and goals of the study. The participants had a chance to ask questions and were given the choice of anonymity in their feedback and recorded conversations. After collecting the demographic and background information, instruments were distributed to the voluntary members.

Instruments and Materials

The instruments used included a consent form and a four-page questionnaire created by the collaboration of the researcher and panel of experts. The questionnaire specifically addressed the goals of the research and literature review. The research questions, collection, analysis, and data reporting methods were outlined in a systematic diagram for clarity (see Appendix A). The survey instruments gathered the following data:

1. Background and demographic information. This information included: age, gender, ethnicity, native language, enrollment status, discipline, position, student classification (ESL, ELL, FGCS), participation in the writing center, anticipated and current grade, student service activity, NCLB and CAHSEE results, application status in the California State University and University of California system, prior ESL/ELL education (sheltered learning) involvement, and pedagogy, training, and curriculum in ESL/ELL classes.

2. Student and staff participation. Participants were asked open-ended questions on their activity and enrollment in the writing center. Students were asked about their biggest challenge in English and their interactions with the staff members. Staff members were asked questions about implementation strategies used with the represented population.

3. Cultural awareness and transformational pedagogy. These open-ended questions targeted the areas of student and staff support in the course curriculum. These included: cultural sensitivity and ethically diverse texts and teaching strategies, required course readings and staff involvement, translation and language barriers, sensitivity in the discipline, culturally responsive teaching and course assignments, and a place for questions, comments, personal stories, and/or feedback.

The following information influenced the design and delivery of the instrument:

1. Construct validity: The participants' understanding of the key terms and/or definitions.

2. Cultural sensitivity in the face validity of the instrument (linguistic, language, and representation) presented as a bias-free tool.

3. Internal validity threats of the data (inadequate procedures, application of treatments) to the experiential and controlled group of members.

4. Triangulation of sources to build and conclude coherent themes and accuracy.

5. External validity: Presentation of negative or discrepant information that runs counter to the themes presented in the data collection and instrument.

6. The participants' intrinsic and extrinsic motivation to participate in the study.

7. The nature of the problem in the paradigm in the natural setting, consideration of human behavior, and the biases that may result from the environmental situation.

8. The trust of the researcher and her goals regarding the proposed theory and model.

9. The degree of questions given to participants: Subjective (open-ended) or objective (multiple-choice), and how this will affect honest dialogue and feedback.

Reporting of Data

Qualitative data were collected from 40 participants in the natural setting of College of the Sequoias' writing center, English classrooms, and a personal phone conference from the FGCS' home discourse. The information gathered included rich descriptive background information about ESL/ELL/FGCS participation in College of the Sequoias' writing center, cultural awareness and transformational pedagogy, diverse course curriculum, and support for their individual personal and professional development.

Analysis

In order to analyze, code, interpret, and research the semi-structured group interviews, personal interviews, and ethnographic research the constant comparative method and grounded theory approach was used (Glaser, 1992). Through the principles of grounded theory analysis was concluded through the emergence of evident themes, patterns, the open coding process, representations, symbolic references, and cultural awareness (Glaser & Strauss, 1967). The researcher utilized a research journal to record and co-construct the data collection during interviews, investigation, conversations, and questionnaires (Le Compte & Schensul, 1999).

The 40 interviews resulted in 337 pages of text to analyze. This included written responses, personal stories, case studies, and examples to explain participants' answers and give feedback on the questionnaire. The analysis resulted in the development of 15

topics. The analysis of the deliverables resulted in a comprehensive assessment of general themes and patterns of how students and staff members perceive course curriculum and instruction. The variables impacted their participation, involvement, intrinsic and extrinsic motivation, and teaching strategies.

The grounded theory coding process involved three stages of data analysis and representation: open coding, axial coding, and selective coding (Glaser & Strauss, 1967). Open coding resulted in the formation of an outline and selection of values in the phenomena of student and staff participation. Axial coding resulted in the establishment of the paradigm model of the themes and patterns that emerged from the research. Finally, the researcher validated and innovated new theories via selective coding. Through the final stage of the selected methodology, core categories in the systematic diagram emerged and concluded the results of the research.

Results

Research question 1-3. The following is a summary of results for research question 1, which asked, "According to students and staff members is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English as Second Language (ESL) students?"

1. Staff members have a difficulty communicating with students due to their ESL, ELL, and FGCS classification and needs.

2. Staff members have only been trained in Responsive Pedagogy and feel they need more training and teaching strategies in ESL, ELL, and language development.

3. Staff members also feel frustrated and unmotivated because they believe they cannot help this student population.

4. Staff members feel lost and unprepared to work with this population and need additional training and guidance.

5. Staff members do not identify with the classification of FGCS, ESL, or ELL and do not connect with their personal obstacles and struggles.

The following is a summary of results for research question 2, which asked, "According to students and staff members is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English Language Learner (ELL) students?"

1. Students do not feel the writing center is properly trained in ESL and ELL teaching strategies. This creates a lack of involvement by ESL and ELL students in the writing center.

2. Student participants do not feel represented in their native language.

3. Student participants have not used the services at the writing center and have not been advised of the student services.

The following is a summary of results for research question 3, which asked, "According to students and staff members is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for First Generation College Students (FGCS)?"

1. FGCSs feel that they are isolated and lost in course topics, discussions, and readings. They do not connect with their instructors or their instructors' pedagogical practices or personal backgrounds.

2. FGCS community college students did not apply to California State or University of California schools and the minority that did were not accepted due to their test scores.

Research questions 1-3 addressed the writing center's responsiveness to ESL, ELL, and FGCSs' academic development. The student participants felt that their cultural and linguistic backgrounds were not being represented at the writing center. They felt that staff members could not individualize course assignments or understand their language barriers and lacked effective instructional practices. This caused students to feel uncomfortable asking for help, working with staff members, and seeking additional assistance. They were not encouraged to utilize the services due to teachers' lack of empathy and understanding of their personal obstacles, struggles, and learning disabilities. The following is a direct quote from an ESL student interview:

> My biggest challenge in English is the writing and vocabulary meanings. I have trouble knowing what the essay prompts mean because I don't understand what the words mean. I graduated in China, but came here to help my family with their restaurant, and have to start over. I need help in courses and no one speaks or translates Chinese. I feel upset and isolated sometimes. I want to do well but don't know where to go to get help. I work a lot of hours and need additional instruction, it is very difficult. (H. Yuan, personal communication, March 3, 2010)

Staff members also felt that they do not have the teaching strategies to help ESL and ELL students improve their reading and writing. They felt it would be helpful if they had multiple learning strategies in language acquisition. Staff also made the case for

hiring bilingual staff members and additional training in encouraging students' intrinsic

motivation. Staff members acknowledged their personal struggles with not being able to

connect to or teach these students. Most staff members were eager to participate in

additional training to gain a deeper understanding of ESL students if the service or

training was offered (as of right now it is not an option). However, others were not as

motivated to personalize their assignments and curriculum. One staff member stated,

"We shouldn't have to individualize their English skills. They are here to learn English

and that is the language they must learn in" (J. Voysey, personal communication, March

16, 2010). Another staff member explained his opinion:

> In many ways I feel that the writing center and ESL should be separate. We [staff]
>
> are not trained to deal with these students. They [ESL and ELL] need an
>
> enormous amount of help, very needy, and non-independent learners. They
>
> require more help then we can give. It seems to me that the writing center either
>
> needs more training for tutors or more instructors qualified to help. I also think
>
> that the college needs to try to make these students more independent. I feel that
>
> they expect more help than is necessary. (K. Franzen, personal communication,
>
> March 16, 2010)

Research question 4. The following is a summary of results for research question

4, obtained after synthesis of all materials, and as described in the data analysis and

coding procedures for the study. Research question 4 asked, "According to students and

staff members does maintaining reading and writing tutoring services for ESL students,

ELL students, and FGCS encourage faculty members' and tutors' personal and professional involvement?" The following findings pertained to this research question:

1. Staff members do not feel competent in working with this diverse population.

2. Staff members feel that they lack cultural sensitivity due to their diminished understanding of student ethnicity, languages, demographics, and cultural backgrounds.

This question addressed whether ESL, ELL, and FGCSs' individualized learning styles encouraged staff members' personal and professional involvement. Student participants did not feel intrinsically motivated to stay focused on writing essays or reading assignments. Students were not encouraged by their professors or tutors to identify their learning style, level of intelligence, or their need to pass the course only to gain credits and enter into a certificate program. Students did not feel that they needed to enroll in the services offered at the center and felt that they would only stop and get help "to receive extra credit or if I was failing a class." The lack of participation in the student services offered is related to the reasons for which they are enrolled in remedial level courses; they are not aware of the services, they have not been advised about additional instruction, and they do not know how to ask for individualized instruction. Students do recognize that they need additional instruction to help make sense of the general writing themes and pass the course requirements.

Staff participants do not want to finish students' assignments, yet without additional training, they feel lost in teaching implementation and assessment. Staff members do not feel that they can utilize their personal skills without developing their

andragogical teaching strategies. One statement from a staff member explains the need for teachers to be trained to work with individual learning styles:

> The most difficult challenge of a staff member is to relate to different learning styles. It's difficult because I can't always be expected to be able to answer some of the many questions college students have. I don't have the proper training in this and it is a challenge. I believe that if tutors were properly trained in could be a great resource for students of all learning levels. (K. King, personal communication, March 3, 2010)

Student participants continue to feel rejected and underrepresented in their personal learning styles. Students feel encouraged if they know they will understand material and if they will be able to cultivate the material to their multiple levels of intelligences. One student stated, "I think that 'hands on' learning is really the way I learn. If the class continues to go on field trips and view visual presentations, I will understand it more than reading the information in a text book" (Student participant, personal communication, March 3, 2010). This type of interactive learning can become a key teaching strategy for staff members; they only need to receive training in this strategy. Staff members are eager to learn how to connect with diverse cultures and adult learners. However, if they are not given the additional training, students will feel excluded and lost in their educational voyage.

Research question 5. The following is a summary of results for research question 5, obtained after synthesis of all materials and as described in the data analysis and coding procedures for the study. Research question 5 asked, "According to students and

staff members how can tutors help to develop writing and reading courses for ESL students, ELL students, and FGCS?" The following results related to this research question:

1. Staff members feel that course curriculum is only sensitive to Anglo-Saxon ethnicity and culture. The disciplines do not represent African-Americans, Hispanic, Hmong, Chinese, Native Americans, and other minorities.

2. Staff members think that academic texts and assignments connect to only an Anglo-Saxon socio-economic, cultural, and ethnic background.

3. Staff members seek practices in transformational learning and acknowledge that they work with ESL, ELL, and FGCS every day. They are eager to learn new teaching strategies, yet do not know where to find additional training and implementation.

4. Students' biggest challenge is in connecting with the texts, themes, and instruction of course curriculum. They do not feel that their academic materials are sensitive to their cultural or ethnic background.

5. Students do not feel intrinsically motivated in their course work due to lack of understanding general themes, ideals, characters, and writing prompts given by instructors.

This question addressed whether students' and staff members' feedback should advance transgressional pedagogy and multiculturalism in and outside of the academic discipline. Student participants reported that they were eager to write essays and personal reflection writing prompts if they were able to make sense of the general Western cultural themes. Students and staff seek out course text readings and essay prompts that

encourage students' native language and celebrate ethnic diversity. The students' course curriculum does not reflect who they are or the choices that influence their personal vision and career goals. Student responses ranged from feeling lost and isolated in their course deliverables, to feeling unsure what the questions and/or prompts literally mean, or how to respond to themes that they have not previously encountered.

Students expressed a desire to learn about rhetoric and writing that deal with Hispanics and other represented ethnic groups. One student even made a comment that their courses' "cultural texts" dealt with Native American poetry and prose, yet not one student in the course was of Native American heritage, which seemed liked a stereotypical class objective for the instructor to implement.

> I would prefer a book that I can make sense of. I am not an Indian and do not practice Indian traditions. In fact I do not even know what Native American's culture is about. This makes it hard because I cannot make sense of the vocabulary words and the themes. (Student participant, personal communication, March 3, 2010)

If students are not even exposed to diverse cultural backgrounds, it then leaves them feeling even more confused and unresponsive. Instructors do try to include multicultural texts, however the cultural groups they select are often not part of the student population and create a digression in the meaning of transformational pedagogy.

Staff members face difficulties in creating an interactive and open learning community if students are not interested in or eager to discuss writing prompts. Staff participants acknowledge the need for students to connect with their course curriculum. One staff participant stated, "A lot of student essay prompts are difficult due to the fact

that students can't even comprehend the theme of the text. This then creates another struggle and I don't feel trained to deal with these situations" (Staff participant, personal communication, March 16, 2010). Staff and student participants seek to utilize these skills and include diverse student texts to aid in intrinsic motivation for student measurement and evaluation.

> My job as a teacher is never ending; there is always a new technique to learn. I would like to learn how to encourage students to write they feel, what they think, not what they think someone wants them to think. Some of the prompts are a bit too complicated for a remedial English student to comprehend. I need to receive training on presenting the information accurately due to the language barrier. I do not want to teach them the wrong information. (A. Snow, personal communication, March 16, 2010)

One ESL student specifically shared her struggle with working with untrained and culturally insensitive staff members. She explained through tears and frustration that she felt proud of her work on a personal essay about the domestic skill of quilting which had been passed as a part of her Hispanic heritage. She explained that she had written an academic essay of which she felt proud. She brought the essay to the writing center seeking only minimal assistance editing her piece. After having one staff member write all over her essay and give negative comments she left crying and unmotivated to ever attempt to return to the essay. She expressed feelings of discouragement and embarrassment that she did not turn in essay. Staff members must be informed of strategies to encourage content development, critical thinking skills, and personal

responsibility before giving negative commentary that has the potential to disrupt academic advancement.

Summary

In this chapter the results and deliverables were presented: procedures, instrument validity, panel of experts, participants in the study, population and sample, data findings, measurements and evaluation of the qualitative research, and an in-depth descriptive analysis of the evaluation. Chapter 5 will present the summary, conclusion, and further areas of recommended research and practice.

Chapter 5: Summary, Conclusions, and Recommendations

The purpose of Chapter 5 is to summarize the findings of this study regarding

areas of theory and practice in post-secondary writing center services for

ESL/ELL/FGCS students and their support staff. The results presented in Chapter 4 have

been analyzed, and conclusions and recommendations based on that analysis are offered

in this chapter.

Summary

College of the Sequoias must acknowledge the need for transformational and

transgressional learning. In order for the dominant ethnic and cultural background of

students to be independent learners and thinkers an institutional school reform must be in

action. This change can only take place if training and implementation plays a central

part in the change process. It is within the frames of andragogical theories and practices

that leadership will be prominent and evolved. Student assessment and development

needs to be centered on students' personal life experiences. Students must be introduced

to career goals, occupational practices, self-esteem exercises, and community

involvement in order to feel connected to their academics. Organic school reform can

only occur within collaborative learning communities. Hiatt-Michael (2006) identifies a

community as a group of people united by a shared mission and moral support of the

vision. The most important element of a community is its vision, which develops over

time through interpersonal connections. A school is only as strong as its members,

necessitating a deep and lasting connection between the staff and the students.

De Vito (as cited in Hiatt-Michael, 2006) identifies five activities that can help

transform schools into learning communities: (a) systematic problem solving (through

staff training and implementation); (b) experimentation with new approaches (such as qualitative and quantitative analysis); (c) learning from experience (by gathering student testimonies and individual case studies); (d) learning from the best practices of others (via ESL/ELL instructors and goal setting); and (e) transferring knowledge across the organization quickly (using the voices of the students and the staff to transfer new approaches). The collaborative learning principles Hiatt-Michael (2006) presents can be used and articulated in all disciplines; although creating a learning community can be difficult at first, the rewards and payoffs are well worth the time invested.

The most essential element of a learning community, however, is the role of the servant leader, who guides and nurtures the community (Greenleaf & Spears, 1998). Community members must also have a shared moral purpose, and their leader must believe in the organization's moral purpose and core values. The writing center team members must be intrinsically motivated to serve students, connect course texts and assignments, and evaluate their pedagogical strategies. Each staff member must show trust and respect for student work and thinking skills. The individual needs, characteristics, and values of everyone in the writing center must continue to be strengthened. In order for the center to become a community for empathetic and active learners, an open environment for collaboration must be continually assessed, moving from a hierarchical model to an open, circular model. Hiatt-Michael (2006) asserts, "the educational leader should examine the environment in which the members of the organization live out their work. The work environment may need to be altered to connect individuals" (p. 121).

The purpose of this study was to discover how students and staff members felt about the services offered at College of the Sequoias writing center. More specifically, the research questions in this study were as follows:

1. According to students and staff members, is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English as Second Language (ESL) students?

2. According to students and staff members, is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English Language Learner (ELL) students?

3. According to students and staff members, is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for First Generation College Students (FGCS)?

4. According to students and staff members, does maintaining reading and writing tutoring services for ESL students, ELL students, and FGCSs encourage faculty members' and tutors' personal and professional involvement?

5. According to students and staff members, how can tutors help to develop writing and reading courses for ESL students, ELL students, and FGCSs?

Multiculturalism. Staff members need to understand that the sociolinguistic experiences of language minorities do not continue to be translated into negative cultural and linguistic outcomes. In addition, instructors must be eager to understand students' backgrounds and create personal connections with their students' assignments and course texts. This research has only been investigated in the last years, which leaves a gap in the

culturally diverse patterns of language-socialization and student participation. Although current trends in "multiculturalism" in academic discourses have emerged in teacher education and training, the lack of solid research affects the actual strategies that are utilized for staff members.

Multicultural literature and course curricula must be directly responsive to the ethnic and cultural background of the student population. If educators want to encourage student responsiveness to essays, assignments, and class participation, they must systematically scan the environment and create curriculum that is in direct correlation with that environment. The revolution of values in multiculturalism is more than general "diverse" authors and assignments. The values need to be centered on the students and break stereotypical ideals of racism, materialism, and colonization. This can be strengthened by incorporating literature that explores essentialism, experience, and individuality in the classroom (Hooks, 1994).

Andragogy. The work of Merriam (2001) influences the strategies of adult learning practices and independent thinkers. Self-directed learning will allow the adult learner to emerge in the course goals and create personal meaning. There are effective strategies that instructors and staff members need to teach adult learners. Adult learners have personal backgrounds, experiences, and influences that have shaped them into the individuals they are when they enter the classroom. In order to make sense of the material, adult learners need to personalize course materials and question theories and practices. There must be continuous adult learning workshops, mandated training material, and ongoing facilitation in order for the theoretical framework to be successful. A drafted training manual needs to be introduced, continually revised, and mandated for

teachers, administrators, tutors, and stakeholders. Although andragogical teaching practices have been studied and identified as collaborative learning, students are not being taught or instructed in this theoretical framework. Adult learners must be acknowledged and feel that their personal backgrounds are celebrated in their class work. It is through somatic and emancipatory learning that social justice will be present in the classroom.

Curriculum evaluation. In order to assess students' responsiveness and academic development, teachers must use both formal and informal evaluations. The results need to be in the form of both qualitative and quantitative assessments. Good evaluation leads to metrics that can support the value of the training program. The strategic learning tools of Kirkpatrick (1996) help to assess the guidelines of the organization. The results then need to be shared and evaluated. Staff members need to look at how their teaching influences the learning initiatives of their academic discipline's broader goals. Training implementation needs to be continually revised and reassessed for effective theory and practice implications. The evaluation of knowledge should then generate learning initiatives and be conducted on four levels: reaction, learning, behavior, and results. In order for evaluations to be utilized they must have real-life implications and practical techniques.

Survey on Writing Center Support and Instruction

Eleven female and five male writing center staff members were interviewed. Thirteen female and 11 male students participated in the research. The age of staff members ranged from 18 to 55. Student ages varied from 18 to 75. The prominent native langue of staff members' was English, while the majority of students' was Spanish. The

majority of staff members identified their ethnic makeup as Caucasian. Student

interviewees had diverse cultural backgrounds; most were Hispanic, but others were

Caucasian, African-American, and Asian. The researcher engaged in day-to-day

interactions with the student population in and outside of the classroom, including in the

campus quad area, student dining center, supervising their first museum experience,

extra-curricular activities, and on their primary means of transportation: public

transportation. The barriers in the literature were clustered in two sections and broken

down by the method of assessment (see Table 9).

Table 9

Research Question, Collection, Analysis, & Reporting Process

Research Question	Problem-Purpose Statement	Collection & Process of the Case Study	Analysis	Reporting
1. Is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English as Second Language (ESL) students?	"These diverse students aren't being mentored." "Is it encouraging personal and professional involvement?"	Observation at the writing center. Face to face one-on-one interview. Telephone interview with FGCS. Group Interview.	Transcribing Field notes into descriptive writing.	Naturalistic-Narrative Format. Axial Coding Transcribing
2. Is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English Language Learner (ELL) students?	"These diverse students aren't being mentored." "Is it encouraging personal and professional involvement?"	Observation at writing center. Interviews with students, faculty members, staff, and mentors.	Survey Questions & Personal Interviews Transcribed into Narrative Format.	Transcribing Questionnaires into Axial Coding System. Making themes of general ideas, to connections, and individual differences.

(table continues)

Research Question	Problem-Purpose Statement	Collection & Process of the Case Study	Analysis	Reporting
3. Is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for First Generation College Students (FGCS)?	"These diverse students aren't being mentored." "Is it encouraging personal and professional involvement?"	Group & Personal Interviews, Observations.	Transcribing field notes. Personal Reflection.	Axial Coding from general themes to individualized responses.
4. Does maintaining reading and writing tutoring services for ESL students, ELL students, and FGCS encourage faculty members' and tutors' personal and professional involvement?	"If faculty members do not have "hands on" training in pedagogy and/or andragogy, they will not develop cognitive literacy." "Collaborative pedagogy and curriculum development."	Questionnaires from faculty, staff, sub-group of students, tutors. Personal one-on-one interviews.	Transcribing field notes into narrative format. Clustering and grouping themes.	Axial Coding Clustering of key themes.
5. How can tutors help to develop writing and reading courses for ESL students, ELL students, and FGCS?	"If faculty members do not have "hands on" training in pedagogy and/or andragogy, they will not develop cognitive literacy." "Collaborative pedagogy and curriculum development."	Interviews from students and faculty members. Observation. Ethnographic Research. Grounded Theory.	Field Notes Transcribing Situational Analysis Emphasis on detailed knowledge.	Axial Coding Characteristics -conditions, causes, antecedents, and consequences.

Survey Procedures

To examine the perceptions of staff members and students in the writing center at College of Sequoias, participants were asked to complete a survey consisting of two sections: (a) demographic and background information, and (b) personal responses on ESL/ELL writing center services, curriculum, and training. The staff and student semi-structured interviews were then divided into two sections: (a) staff and student participation, and (b) cultural awareness and transformational pedagogy.

Conclusions

The following deliverables were assessed from the study and presented in a context chart of coding results (see Appendix L).

Staff members are not trained to work with student population. Staff members have difficulty communicating with students due to their ESL, ELL, and FGCS classification and needs. Staff members have only been trained in Responsive Pedagogy and feel they need more training and teaching strategies in ESL, ELL, and language development. Staff members feel frustrated and unmotivated about the fact that they cannot help their student population. Staff members feel lost and unprepared to work with this population and need additional training and guidance to work with them. Staff members do not identify with the classification of FGCS, ESL, or ELL and do not connect with their personal obstacles and struggles. Staff members do not feel competent in working with this diverse population. Staff members feel that they lack cultural sensitivity due a lack of understanding student ethnicity, linguistic needs, demographics, and cultural backgrounds. Staff members feel that course curriculum is only sensitive to Anglo-Saxon and Mexican-American ethnicities and culture; the disciplines do not represent African-Americans, Hmong, Chinese, or other minorities. Staff members think that academic texts and assignments do not connect to all socio-economic, cultural, and ethnic backgrounds. Staff members seek practices in transformational learning and acknowledge that they work with ESL, ELL, and FGCSs every day. They are eager to learn new teaching skills, yet do not know where to find additional training and implementation strategies.

Students lack intrinsic motivation to participate in writing center services.

Students do not feel the writing center is properly trained in ESL and ELL teaching strategies, which creates a lack of involvement by ESL and ELL students in the writing center. Student participants do not feel represented in their native language. Student participants have not used the services at the writing center and have not been advised of the student services. FGCSs feel that they are isolated and lost in course topics, discussions, and readings. They do not connect with their instructors or their instructors' pedagogical practices. Many students do not connect with their texts, themes, and instruction of course curriculum. They do not feel that their academic materials are sensitive to their culture or ethnic makeup. Students do not feel intrinsically motivated in their course work due to lack of understanding of general themes, ideals, characters, and writing prompts given by instructors. Community college students did not apply to California State or University of California schools, and the minority that did were not accepted due to their test scores. Students were affected by the NCLB curriculum and feel that it did prepare them for post-secondary education.

Recommendations

On the basis of the findings the researcher offers the following recommendations:

1. Staff members at College of the Sequoias and other California Community College districts must be trained to work specifically with ESL and ELL students.

2. Staff members need to work with a variety of linguistic and multicultural pedagogical theories and practices. Implications of this can be found in existing literature and through future research and theoretical frameworks.

3. Staff members need to understand their value and feel intrinsically motivated to work with diverse populations. Staff members need to reassess their values, ethics, purpose, and mission statements as practitioners, mentors, and individuals.

4. Staff members must have experience in learning communities and transformational learning discourses.

5. Staff members must connect, question, communicate, and personalize their teaching strategies to connect the needs of their students in and outside of the classroom.

6. Administrators must acknowledge the strengths and weaknesses of the writing center and work to create change. The organizational structure of the center needs to be assessed, evaluated, and re-evaluated through testing, case studies, and involvement of students and staff members.

7. Students' culture, ethnicity, learning style, and level of intelligence need to be studied, articulated, and assessed in collaboration with academic goals and deliverables.

8. Instructors and administrative staff need to advertise, enroll, and encourage students to utilize the services offered at the writing center. They need to use positive reinforcement to intrinsically and extrinsically empower students.

9. FGCSs need to be able to connect with their instructors. FGCSs also need to be advised on student services and the college process. Course curriculum should be based on their personal backgrounds, future goals, and career

explorations. Instructors need to respond with respect and responsiveness to their ideas, thoughts, feedback, and class discussions.

10. Secondary disciplines need to enroll and provide guidance to ESL, ELL, and FGCSs on the college enrollment process, SAT and ACT testing, and financial aid applications. Families, schools, and communities need to strategically collaborate with post-secondary educational institutions.

11. Staff members need to have ongoing training in diversity, ethnicities, ethics, values, cultures, socio-economics, and belief systems. This will encourage their interpersonal relationships and community building.

12. Adult learning theories and strategies must be taught through hands-on training to all staff members.

13. Course topics, curricula, goals, objectives, and texts need to be influenced by the student population's diverse cultural and ethnic background. Students must feel personally connected to their readings and assignments in order to enrich and encourage student involvement.

14. Student essays and class discussions need to represent the population's culture and ethnicity to impact student learning. If students internally comprehend assignments they will learn freely and actively.

15. Staff members need to learn transformational and transgressional teaching techniques. This will create a "no-boundaries" and "open" discourse for community building and academic development.

16. Students must be shown specific examples of connections and similarities between their course texts and assignments and their own identity. This will

allow social justice to take place in the learning community. It will also expose students to diverse cultures, ethnicities, and social themes.

17. Students need to feel empowered by their course curricula, grades, and academic development. This will allow their intrinsic motivation and confidence to increase and will encourage their present and future goals and objectives.

18. Researchers should continue to explore ESL, ELL, and FGCS andragogy and intrinsic and extrinsic motivation through qualitative and quantitative studies. Implications and strategic instructions need to be reviewed, implemented, and encouraged in educational training and constantly reviewed. This will impact and encourage diverse student learning and staff support.

19. Cultural and social diversity needs to be examined, encouraged, and celebrated in post-secondary disciplines.

20. Bilingual education needs to be accepted, included, and executed in post-secondary education. The role of the educator should be to facilitate students' native language and to bridge both cultural and linguistic diversity gaps.

21. Stakeholders in the writing center need to be educated about adult learning theories and practices. It is through active participation that team members will move into a transformative and transgressional leadership model.

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APPENDIX A

Research Question, Collection, Analysis, & Reporting Process

Research Question	Problem-Purpose Statement	Collection & Process of the Case Study	Analysis	Reporting
1. Is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English as Second Language (ESL) students?	These diverse students aren't being mentored. Is it encouraging personal and professional involvement?	Observation at the writing center. Face to face one-on-one interview. Telephone interview with FGCS. Group Interview.	Transcribing Field notes into descriptive writing.	Naturalistic-Narrative Format. Axial Coding Transcribing
2. Is the writing center at College of the Sequoias maintaining effective reading and writing tutoring services for English Language Learner (ELL) students?	These diverse students aren't being mentored. Is it encouraging personal and professional involvement?	Observation at writing. Interviews with students, faculty members, staff, and mentors.	Survey Questions & Personal Interviews Transcribed into Narrative Format.	Transcribing Questionnaires into Axial Coding System. Making themes of general ideas, to connections, and individual differences.
3. Is the one writing center at College of the Sequoias maintaining effective reading and writing	These diverse students aren't being mentored. Is it encouraging personal and professional involvement?	Group & Personal Interviews, Observations.	Transcribing field notes. Personal Reflection.	Axial Coding from general themes to individualized responses.

tutoring services for First Generation College Students (FGCS)?				
4. Does maintaining reading and writing tutoring services for ESL students, ELL students, and FGCS encourage faculty members' and tutors' personal and professional involvement?	If faculty members do not have "hands on" training in pedagogy and/or andragogy, they will not develop cognitive literacy. Collaborative pedagogy and curriculum development.	Questionnaires from faculty, staff, sub-group of students, tutors. Personal one-on-one interviews.	Transcribing field notes into narrative format. Clustering and grouping themes.	Axial Coding Clustering of key themes.
5. How can tutors help to develop writing and reading courses for ESL students, ELL students, and FGCS?	If faculty members do not have "hands on" training in pedagogy and/or andragogy, they will not develop cognitive literacy. Collaborative pedagogy and curriculum development.	Interviews from students and faculty members. Observation. Ethnographic Research. Grounded Theory.	Field Notes Transcribing Situational Analysis Emphasis on detailed knowledge.	Axial Coding Characteristics-conditions, causes, antecedents, and consequences.

College of the Sequoias Office of Planning and Research Informed Consent Letter

December 8, 2009

Dear Mr. Tim Garner:

I am a doctoral student in Education-Organizational Leadership at Pepperdine University Graduate School of Education & Psychology conducting research for my dissertation. The topic of my dissertation is *English as a Second Language, English Language Learners and First Generation College Students Entering Post-Secondary Writing Courses*. I am inviting you to voluntarily participate in my study. The survey may take 20-30 minutes to complete. Upon completion, please return the survey in the assigned confidential envelope.

The purpose of this qualitative research case study is to discover whether English as a Second Language (ESL), English Language Learners (ELL), and First Generation College Students (FGCS) participation in the writing lab encouraged or yielded students' personal and professional involvement. The purpose of this study is to educate faculty, staff, ESL/ELL/FGCS and community stakeholders to enroll in the remedial reading and writing course at College of the Sequoias writing center in Visalia, CA. I am conducting this research to aid in the development of ESL. ELL, and FGCS to have the tools to successfully complete higher education. As a FGCS and former ESL and ELL instructor, I have passion to help this diverse population.

This study is critical because it aims to give stakeholders step-by-step instruction (in informational and staff developmental workshops) on collaborative pedagogy and curriculum development. The study will address student assessment and transformational facilitation to meet the individualized needs of each college student. It will describe the training initiatives that will move the writing lab from an authoritative leadership model to an interactive and systematic infrastructure. The study will benefit the English writing center of the College of the Sequoias College District by identifying the multiple levels of intelligences, literacies, pedagogical practices, and andragogical theories within the

sample population. The study will provide a model for curriculum development and facilitation within the English writing center.

I would like permission to conduct observations, voluntary interviews, and questionnaires. There are little or no risks associated with the study. As the facilitator and author of the study, I will make the research as comfortable as possible. There are no foreseeable risks associated with the daily schedule of students and faculty participation All information provided will remain confidential. There will be no audio or video recording without permission. I will be the only person who will have access to participants and data collection. It is important that you have been informed that your completion and submission of the survey instrument indicates consent to participate. It is important to know that participation in the study is voluntary and your participation can be withdrawn at any time. It is my responsibility to answer any questions and concerns you have about the study and you have the right to request a summary or copy of the results of the study.

If you have any questions, please contact me at (559) 684-2920 or jillapeck@yahoo.com. Thank you in advance for your participation and feedback.

Sincerely,

Jill Andrea Peck, B.A., M.A.

Doctoral Candidate

CC: Ryan Barry-Sousa

COS Research Technician

        Sharon Taylor

        COS Human Resource Director

        Nancy Stone

        COS Writing Center Director

College of the Sequoias Site Approval

1. I, Tim Garner, Director of Research and Development at California College of the Sequoias give permission to Ms. Jill Andrea Peck to conduct research for her doctoral dissertation.

2. . The purpose of this qualitative research case study is to discover whether English as a Second Language (ESL), English Language Learners (ELL), and First Generation College Students (FGCS) participation in the writing lab encouraged or yielded students' personal and professional involvement. My participation will involve the following:
   - The staff questionnaire will take place February 19, 2010 and will be administrated in the writing center.
   - All information will be voluntary and anonymous and the entire study will be conducted from February 19, 2010-March 1, 2010 at College of the Sequoias writing center.

3. The purpose of this study is to educate faculty, staff, ESL/ELL/FGCS and community stakeholders to enroll in the remedial reading and writing course at College of the Sequoias writing center in Visalia, CA. I am conducting this research to aid in the development of ESL. ELL, and FGCS to have the tools to successfully complete higher education.

4. This study is critical because it aims to give stakeholders step-by-step instruction (in informational and staff developmental workshops) on collaborative pedagogy and curriculum development. The study will address student assessment and transformational facilitation to meet the individualized needs of each college student. It will describe the training initiatives that will move the writing lab from an authoritative leadership model to an interactive and systematic infrastructure. The study will benefit the English writing center of the College of the Sequoias College District by identifying the multiple levels of intelligences, literacies, pedagogical practices, and andragogical theories within the sample population. The study will provide a model for curriculum development and facilitation within the English writing center.

5. I understand that there are certain risks and discomforts that might be associated with this research. These risks include:

   - The participation in the questionnaire might make the participant have feelings of social, ethnic, and cultural injustices and discriminations.
   - Additionally, sharing private information may make the subject feel isolated and/or not valued by other members of the community.

6. I understand that my estimated expected recovery time after the experiment will be: Immediately.

7.   I understand that I may choose not to have the research done at this site.

I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.

I understand that the investigator(s) will take all reasonable measures to protect the confidentiality of my records and my identity will not be revealed in any publication that may result from this project.

The confidentiality of my records will be maintained in accordance with applicable state and federal laws. Under California law, there are exceptions to confidentiality, including suspicion that a child, elder, or dependent adult is being abused, or if an individual discloses an intent to harm him/herself or others. I understand there is a possibility that my medical record, including identifying information, may be inspected and/or photocopied by officials of the Food and Drug Administration or other federal or state government agencies during the ordinary course of carrying out their functions.

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact I understand that I may contact Dr. Michelle Rosensitto at (949) 223-2500 or

Michelle.Rosensito@pepperdine.edu if I have other questions or concerns about this research.

 If I have questions about my rights as a research participant, I understand that I can contact Jean Kang at Jean.Kang@pepperdine.edu.

I will be informed of any significant new findings developed during the course of my participation in this research which may have a bearing on my willingness to continue to have the study conducted at College of the Sequoias.

I understand that in the event of physical injury resulting from the research procedures in which I am or other students choose to participate, no form of compensation is available. Medical treatment may be provided at my own expense or at the expense of my health care insurer which may or may not provide coverage. If I have questions, I should contact my insurer.

I understand to my satisfaction the information regarding site approval for the dissertation.

Parent or legal guardian's signature on

participant's behalf if participant is less

than 18 years of age or not legally

Participant's Signature

competent.   Date

_____

Date   _____
                                                Witness

                                                _____
                                                Date

I have explained and defined in detail the research procedure in which the subject has

consented to participate. Having explained this and answered any questions, I am

cosigning this form and accepting this person's consent.

_____   _____
Principal Investigator   Date

Informed Consent for Participation in Research Activities

Participant: Student Participant 1

Principal Investigator: <u>Jill Andrea Peck</u>

Title of Project:

    English as a Second Language, English Language Learners and First Generation

    College Students Entering Post-Secondary Writing Courses

1. I, _____ , agree to participate in the research study

    under the direction of <u>Dr. Michelle Rosensitto</u>_____ and

    <u>Jill Andrea Peck</u>. I understand that while the study will be under the supervision of

    <u>Dr. Rosensitto and Jill Peck,</u> other personnel who work with them may be designated

    to assist or act in their behalf.

    If the research is being conducted by a student, the following statement may be used

    in place of the aforementioned:

    I _____ , agree to participate in the research study

    being conducted by <u>Jill Andrea Peck </u>under the direction of Dr. Rosensitto.

2. The overall purpose of this research is:

The purpose of this qualitative research case study is to discover whether English as a

Second Language (ESL), English Language Learners (ELL), and First Generation

College Students (FGCS) participation in the writing lab encouraged or yielded students'

personal and professional involvement. The purpose of this study is to educate faculty,

staff, ESL/ELL/FGCS and community stakeholders to enroll in the remedial reading and

writing course at College of the Sequoias writing center in Visalia, CA. I am conducting

this research to aid in the development of ESL. ELL, and FGCS to have the tools to

successfully complete higher education. As a FGCS and former ESL and ELL instructor,

I have passion to help this diverse population.

My participation will involve the following:

A phone interview of Participant 2 will take place February 24, 2010 and all data will be

recorded and then synthesized for content. All information will be voluntary and

anonymous and the entire study will be conducted from February 19, 2010-March 1,

2010

3.   This study is critical because it aims to give stakeholders step-by-step instruction (in informational and staff developmental workshops) on collaborative pedagogy and curriculum development. The study will address student assessment and transformational facilitation to meet the individualized needs of each college student. It will describe the training initiatives that will move the writing lab from an authoritative leadership model to an interactive and systematic infrastructure. The study will benefit the English writing center of the College of the Sequoias College District by identifying the multiple levels of intelligences, literacies, pedagogical practices, and andragogical theories within the sample population.

The study will provide a model for curriculum development and facilitation within the English writing center.

I understand that there are certain risks and discomforts that might be associated with this research. These risks include:
The participation in the questionnaire might make the participant have feelings of social, ethnic, and cultural injustices and discriminations. Additionally, sharing private information may make the subject feel isolated and/or not valued by other members of the community.

I understand that my estimated expected recovery time after the experiment will be:

Immediately.

I understand that I may choose not to participate in this research.

I understand that my participation is voluntary and that I may refuse to participate and/or

withdraw my consent and discontinue participation in the project or activity at any time

without penalty or loss of benefits to which I am otherwise entitled.

I understand that the investigator(s) will take all reasonable measures to protect the

confidentiality of my records and my identity will not be revealed in any publication that

may result from this project. The confidentiality of my records will be maintained in

accordance with applicable state and federal laws. Under California law, there are

exceptions to confidentiality, including suspicion that a child, elder, or dependent adult is

being abused, or if an individual discloses an intent to harm him/herself or others. I

understand there is a possibility that my medical record, including identifying

information, may be inspected and/or photocopied by officials of the Food and Drug

Administration or other federal or state government agencies during the ordinary course

of carrying out their functions. If I participate in a sponsored research project, a

representative of the sponsor may inspect my research records.

I understand that the investigator is willing to answer any inquiries I may have

concerning the research herein described. I understand that I may contact I understand

that I may contact Dr. Michelle Rosensitto at (949) 223-2500 or

Michelle.Rosensito@pepperdine.edu if I have other questions or concerns about this

research. If I have questions about my rights as a research participant, I understand that I

can contact Jean Kang at Jean.Kang@pepperdine.edu.

I will be informed of any significant new findings developed during the course of my

participation in this research which may have a bearing on my willingness to continue in

the study.

I understand that in the event of physical injury resulting from the research procedures in

which I am to participate, no form of compensation is available. Medical treatment may

be provided at my own expense or at the expense of my health care insurer which may or

may not provide coverage. If I have questions, I should contact my insurer.

I understand to my satisfaction the information regarding participation in the

research project. All my questions have been answered to my satisfaction. I have received

a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research described above.

_____	_____
Parent or legal guardian's signature on participant's behalf if participant is less than 18 years of age or not legally competent.	Participant's Signature
	_____
	Date
_____	
Date	_____
	Witness
	_____
	Date

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent.

_____	_____
Principal Investigator	Date

APPENDIX E

Informed Consent Participation Cover Letter

December 8, 2009

Dear College of the Sequoia Participant:

I am a doctoral student in Education-Organizational Leadership at Pepperdine University Graduate School of Education & Psychology conducting research for my case study dissertation. The topic of my dissertation is *English as a Second Language, English Language Learners and First Generation College Students Entering Post-Secondary Writing Courses*. I am inviting you to voluntarily participate in my study. The survey may take 20-30 minutes to complete. Upon completion, please return the survey in the assigned confidential envelope.

If you have any questions, please contact me at (559) 684-2920 or jillapeck@yahoo.com. Thank you in advance for your participation and feedback.

Sincerely,

Jill Andrea Peck, B.A., M.A.

Doctoral Candidate

Informed Consent for Participation in Research Activities

Participant: Student Participant 3

Principal Investigator: <u>Jill Andrea Peck</u>

Title of Project:

English as a Second Language, English Language Learners and First Generation

College Students Entering Post-Secondary Writing Courses

1. I, _____ , agree to participate in the research study

under the direction of <u>Dr. Michelle Rosensitto</u>_____ and

<u>Jill Andrea Peck</u>. I understand that while the study will be under the supervision of

<u>Dr. Rosensitto and Jill Peck,</u> other personnel who work with them may be designated

to assist or act in their behalf.

If the research is being conducted by a student, the following statement may be used

in place of the aforementioned:

I _____ , agree to participate in the research study

being conducted by <u>Jill Andrea Peck </u>under the direction of Dr. Rosensitto.

2. The overall purpose of this research is:

The purpose of this qualitative research case study is to discover whether English as a

Second Language (ESL), English Language Learners (ELL), and First Generation

College Students (FGCS) participation in the writing lab encouraged or yielded students'

personal and professional involvement. The purpose of this study is to educate faculty,

staff, ESL/ELL/FGCS and community stakeholders to enroll in the remedial reading and

writing course at College of the Sequoias writing center in Visalia, CA. I am conducting

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successfully complete higher education. As a FGCS and former ESL and ELL instructor,

I have passion to help this diverse population.

My participation will involve the following:

A phone interview of Participant 2 will take place February 24, 2010 and all data will be

recorded and then synthesized for content. All information will be voluntary and

anonymous and the entire study will be conducted from February 19, 2010-March 1,

2010

3.   This study is critical because it aims to give stakeholders step-by-step instruction (in informational and staff developmental workshops) on collaborative pedagogy and curriculum development. The study will address student assessment and transformational facilitation to meet the individualized needs of each college student. It will describe the training initiatives that will move the writing lab from an authoritative leadership model to an interactive and systematic infrastructure. The study will benefit the English writing center of the College of the Sequoias College District by identifying the multiple levels of intelligences, literacies, pedagogical practices, and andragogical theories within the sample population.

The study will provide a model for curriculum development and facilitation within the English writing center.

I understand that there are certain risks and discomforts that might be associated with this research. These risks include:

The participation in the questionnaire might make the participant have feelings of social, ethnic, and cultural injustices and discriminations. Additionally, sharing private information may make the subject feel isolated and/or not valued by other members of the community.

 I understand that my estimated expected recovery time after the experiment will be: Immediately.

I understand that I may choose not to participate in this research.

I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.

I understand that the investigator(s) will take all reasonable measures to protect the confidentiality of my records and my identity will not be revealed in any publication that may result from this project. The confidentiality of my records will be maintained in accordance with applicable state and federal laws. Under California law, there are

exceptions to confidentiality, including suspicion that a child, elder, or dependent adult is being abused, or if an individual discloses an intent to harm him/herself or others. I understand there is a possibility that my medical record, including identifying information, may be inspected and/or photocopied by officials of the Food and Drug Administration or other federal or state government agencies during the ordinary course of carrying out their functions. If I participate in a sponsored research project, a representative of the sponsor may inspect my research records.

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact I understand that I may contact Dr. Michelle Rosensitto at (949) 223-2500 or Michelle.Rosensito@pepperdine.edu if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact Jean Kang at Jean.Kang@pepperdine.edu.

I will be informed of any significant new findings developed during the course of my participation in this research which may have a bearing on my willingness to continue in the study.

I understand that in the event of physical injury resulting from the research procedures in which I am to participate, no form of compensation is available. Medical treatment may be provided at my own expense or at the expense of my health care insurer which may or may not provide coverage. If I have questions, I should contact my insurer.

I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research described above.

_____	_____
Parent or legal guardian's signature on participant's behalf if participant is less than 18 years of age or not legally competent.	Participant's Signature
	_____
	Date
_____	
Date	_____
	Witness
	_____
	Date

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent.

_____	_____
Principal Investigator	Date

APPENDIX G

Student Demographic and Background Questionnaire

Section 1: Demographic and Background Information

Demographic Information

Age: _____

Gender: Male Female

Ethnicity: African American Asian Caucasian

Hispanic/Latino Native American Pacific Islander

Other: _____

Status: Part-time Full-time

Native Language(s): _____

Classification: ESL ELL FGCS

Re-entry student: Yes No

Discipline/Major: _____

Background Information

Have you ever used the services at the writing center?   Yes   No

How many times?   _____   How long was each session? _____

Weekly activity?   _____   Will students know what you mean by weekly

activity? (I don't know)

Is this your first English class?   Yes   No

What grade do you think you are currently receiving?   _____

What do you believe your final grade will be?   _____

Have you been advised of the writing center in other academic courses?   Yes   No

Did you take the CA Placement Test, ACT, or SAT?   Yes   No

Were you given the CA High School Exam and results?

Yes   No   If Yes, what were the results? _____

(Use as much space as needed)

Did you apply to Cal State or UC colleges?

Yes   No   If Yes, please list the campus(es) _____

(Use as much space as needed)

If you did not get accepted, do you know why?

Yes   No   If Yes, please provide the reason _____

(Use as much space as needed)

What other Student Services have you been involved in (e.g., Puente Program, EOPS,

Mathematics Tutoring, Academic Counseling, and Disability Resource Center)?

_____

(Use as much space as needed)

Were you in ESL, ELL, or Sheltered Learning classes in K-12?

Yes   No   Is Yes, please specify

_____

APPENDIX H

Student Semi-structured Interview Protocol

Section 2: Student Participation

1. What is your biggest challenge in your English course? Why?

2. In what would you like additional instruction? I broke up this question.

3. Do you feel that tutors can deliver and implement reading and writing strategies clear to your understanding?

4. Would you come into the writing center if you didn't have to for the course requirement? Why or why not?

5. Do the times of the center work with your place of employment, family, and other courses?

Section 3: Cultural Awareness & Transformational Pedagogy

5. Do you feel that the staff is sensitive to your cultural and individual needs?

6. Do you feel the course curriculum is sensitive to your culture? Do you feel intrinsically motivated to read the material? What types of texts and/or assignments would you like your class to offer?

7. Do you feel that the course texts are encouraging of your native language or diversity? Why or why not? Has this affected your responses and participation in the class?

8. Do you feel that the required readings or writing assignments connect to your current socioeconomic, cultural, and ethnicity makeup? Why or why not?.

9. Have you ever used a translator in your courses or been advised of translation services? If you did use a translator, how was this experience?

10. Is there anything else you would like to add that I have not asked? Do you have any comments, concerns, personal stories, or ideas you would like to share?

Thank you for your time in completing this interview.

Staff Demographic and Background Questionnaire

Section 1: Demographic and Background Information

Demographic Information

Age: _____

Gender: Male Female

Ethnicity: African American Asian Caucasian

Hispanic/Latino Native American Pacific Islander

Other: _____

Native Language(s): _____

Discipline: _____

Position: _____

Background Information

Have you advertised the services at writing center? Yes No

If yes, have you done so in all of your courses or staff development? Yes No

If only in some, please specify in which situations _____

What other Student Services have you advised your students to participate in (e.g., Puente Program, EOPS, Mathematics Tutoring, Academic Counseling, and Disability Resource Center)?

_____

(Use as much space as needed)

Have you ever taught or had special training in English as a Second Language or English

Language Learners?

Yes   No

Are you an English Language Learner, English as a Second Language, or First

Generation College Student?

Yes   No

If yes, how has this affected your participation with this population?

_____

(Use as much space as needed)

Staff Semi-structured Interview Protocol

Section 2: Staff Participation

1. What is your biggest challenge as a staff member? Why?

2. Do you feel that tutors can deliver and implement reading and writing strategies clear to student understanding?

Section 3: Cultural Awareness & Transformational Pedagogy

3. Are there ways in which you feel that you could be more sensitive to your students' cultural and individual needs?

4. Do you feel that the course curriculum is sensitive to your students' culture?

5. Do you feel that the course texts are encouraging of students' native language or diversity? Why or why not? Has this affected their responses and participation in the class?

6. Do you feel that the required readings or writing assignments connect to students' current socioeconomic, cultural, and ethnicity makeup? Why or why not?

7. What type of training have you been given to reach the student population?

8. Do you feel that you need more training (if available) in adult learning theories and transformational pedagogical practices? If so, what type of training would you like to receive?

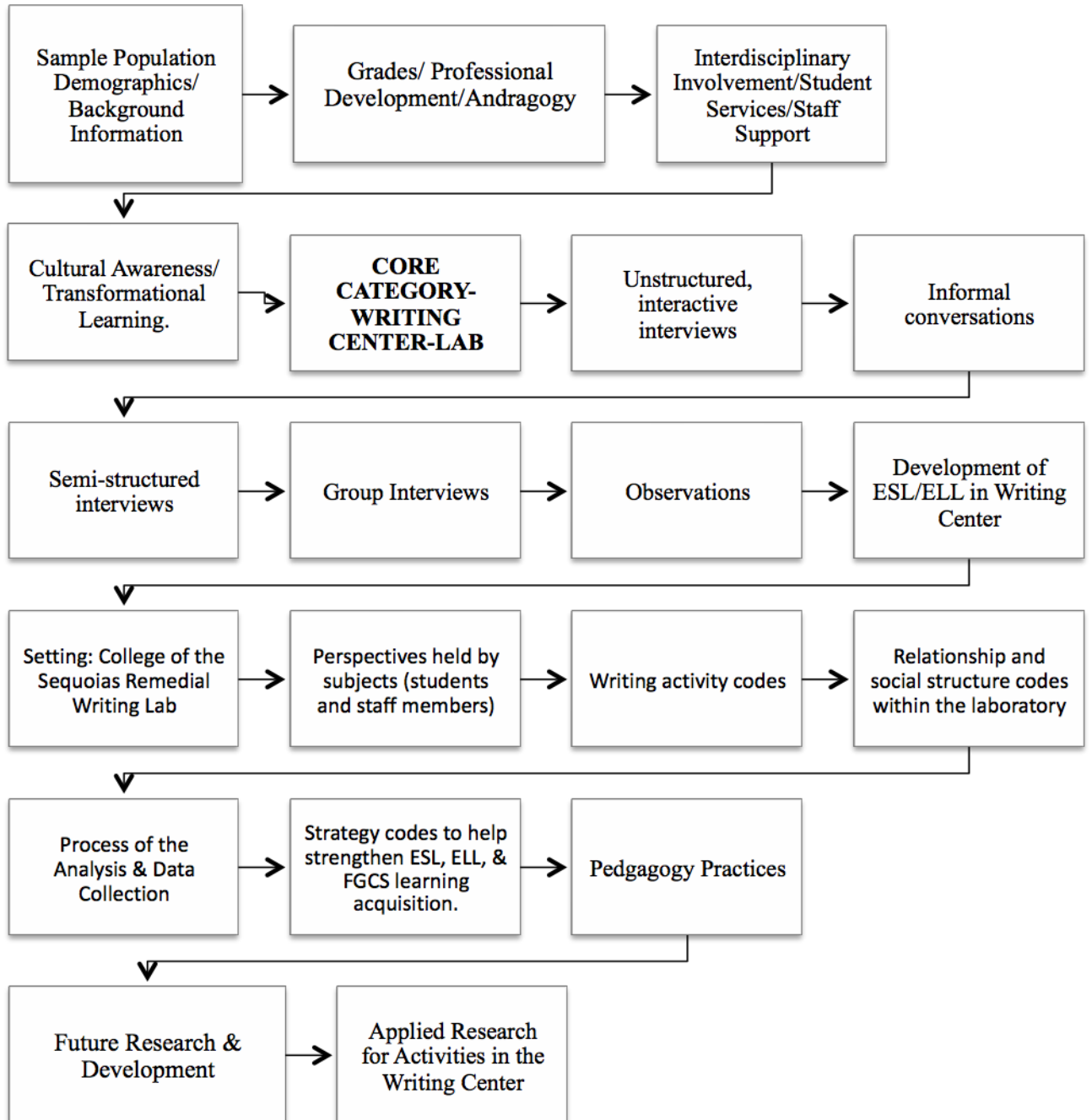9. Do you feel comfortable facilitating tutoring and staff services to ESL, ELL,

and FGCS? Why or why not?

10. Is there anything else you would like to add that I have not asked? Do you

have any comments or concerns you would like to share? Personal stories or situations?

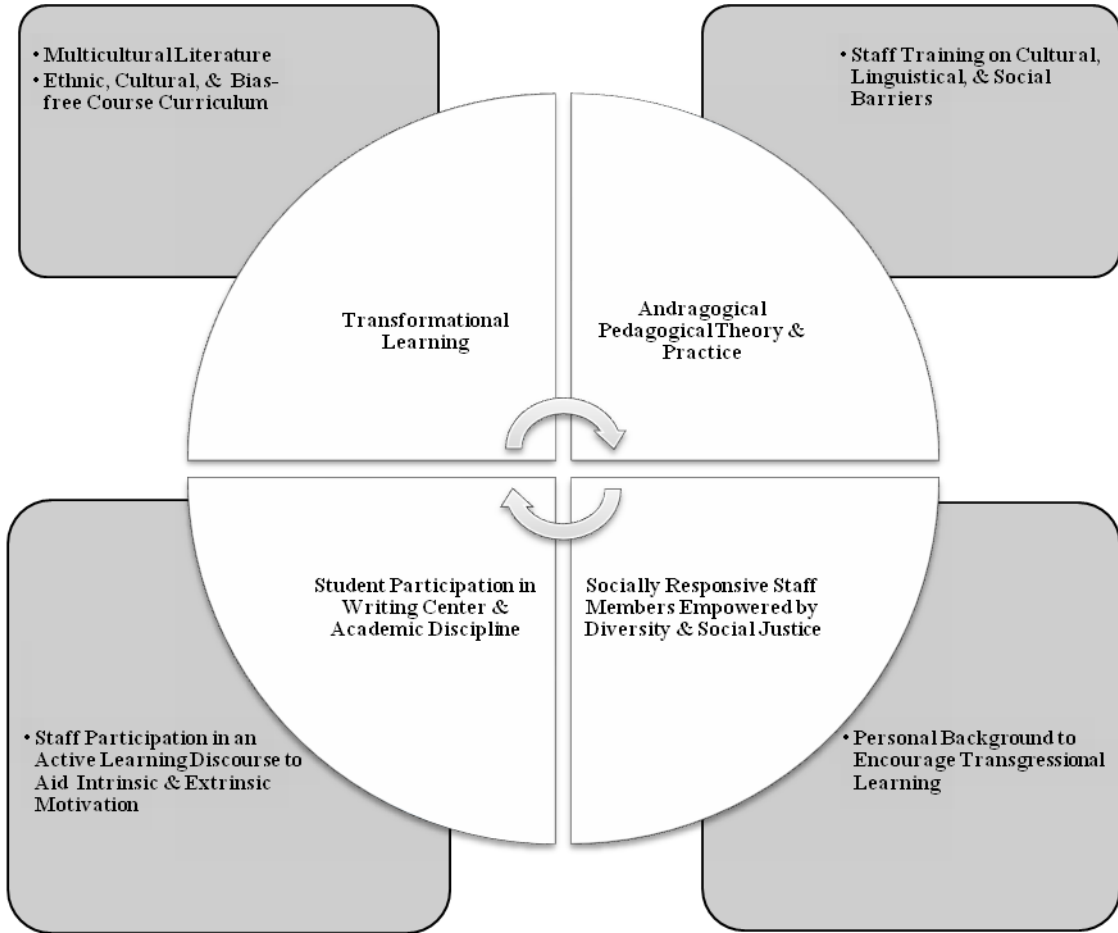Thank you for your time in completing this interview.

APPENDIX K

Open Coding Analysis Process

Sample Population Demographics/ Background Information	Grades/ Professional Development/Andragogy	Interdisciplinary Involvement/Student Services/Staff Support
Cultural Awareness/ Transformational Learning.	**CORE CATEGORY-WRITING CENTER-LAB**	Unstructured, interactive interviews
Informal conversations		
Semi-structured interviews	Group Interviews	Observations
Development of ESL/ELL in Writing Center		
Setting: College of the Sequoias Remedial Writing Lab	Perspectives held by subjects (students and staff members)	Writing activity codes
Relationship and social structure codes within the laboratory		
Process of the Analysis & Data Collection	Strategy codes to help strengthen ESL, ELL, & FGCS learning acquisition.	Pedagogy Practices
Future Research & Development	Applied Research for Activities in the Writing Center	

Context Chart of Coding Results

APPENDIX M

List of EDOL Courses

EDOL 700	Leadership Theory & Practice	Dr. Farzin Madjidi
EDOL 714	Organizational Behavior, Theory & Design	Dr. Kent Rhodes
EDOL 724	Ethical Leadership & Social Justice	Dr. Barbara Lincoln
EDOL 729	Information Literacy & Scholarship	Dr. Kay Davis
EDOL 730A	Research & Methods	Dr. AnnMaria De Mars
EDOL 730B	Qualitative Research & Analysis	Dr. Kay Davis
EDOL 734A	Data Analysis & Interpretation	Dr. Chet McCall
EDOL 734B	Data Analysis & Interpretation	Dr. Chet McCall
EDOL 740	Personal Leadership	Dr. Robert C. Paull
EDOL 753A	Management & Policy Development	Dr. Jack McManus
EDOL 753B	International Policy Experience	Dr. Jack McManus
EDOL 754A	Economic & Political Systems	Dr. Sean D. Jasso
EDOL 754B	National Policy Experience	Dr. Elizabeth Reilly
EDOL 756	Leading Educational Programs	Dr. Diana Hiatt-Michael
EDOL 757	Entrepreneurship	Dr. Vance Caesar
EDOL 758A	Consultancy Project: I	Dr. Laura Hyatt
EDOL 758B	Consultancy Project: II	Dr. Laura Hyatt
EDOL 759	Law Dispute & Resolution	Dr. Michael R. Magasin
EDOL 762	Transforming Organizations in a Global Community	Dr. Laura Hyatt
EDOL 787	Comprehensive Exam Seminar	Dr. Doug Leigh
EDOL 791	Dissertation Research	Dr. Michelle Rosensitto