

Date Submitted: 2/6/2021

Protocol Number: _____

Human subject research activities involving no more than minimal risk to the subjects may be eligible for expedited review by Olympic College’s Institutional Review Board (IRB) Chair. The Executive Director of the Office of Institutional Effectiveness (OIE) is authorized to make the first determination of eligibility for expedited review; however, the Chair of the IRB bears the responsibility for concurring in that determination based on information provided by the principal investigator.

Research activities eligible for expedited review:

1. Clinical studies of drugs and medical devices only when certain conditions are met (see regulations)
2. Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture.
3. Prospective collection of biological specimens for research purposes by noninvasive means.
4. Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves.
5. Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for non-research purposes (such as medical treatment or diagnosis). (Note: Some research in this category may be exempt from the HHS regulations for the protection of human subjects according to 45 CFR 46.101(b)(4)).
6. Collection of data from voice, video, digital, or image recordings made for research purposes.
7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (Note: Some research in this category may be exempt from the HHS regulations for the protection of human subjects according to 45 CFR 46.101(b)(2) and (b)(3)).

Expedited review may also be used to review minor changes in previously approved research. Questions about whether a research activity may be appropriate for expedited review can be directed to the Executive Director of the OIE.

Date Submitted 2/6/2021	Project Title Community College ESL and English Composition Faculty Collaboration		
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Co-Investigator	Department	Phone Ext	Email
Co-Investigator/Student	Department	Phone Ext	Email

Projected Duration of Research 3 months	Project Start Date 2/15/2021	Grant affiliation (if none, put "NA") NA
Other organizations and/or agencies, if any, involved in the study Three Washington state community colleges are invited to participate in this study: Olympic College, Peninsula College, and Edmonds College		

SUMMARY ABSTRACT: Please supply the following information below: **BRIEF** description of the participants, the location(s) of the project, the procedures to be used for data collection, whether data will be confidential or anonymous, disposition of the data, who will have access to the data. Attach copy of the Informed Consent Form and/or the measures (questionnaires) to be used in the project.

Summary

During the 2019/2020, the U.S. hosted more than a million international students for the fifth consecutive academic year and was the top destination for international students (Open Door, 2020). Community colleges are a popular first step toward their academic goals. Many community colleges have ESL programs in place to assist international students in preparing for college-level classes. One of the hurdles international community college students face when pursuing an education in the U.S. is the transition from an ESL program to a English composition class. This study explores how collaboration between ESL and English faculty could address the learning needs of students transitioning from one program to another.

Purpose Statement

The purpose of this explanatory sequential mixed methods study was to examine the collaboration between ESL and English 101 instructors at the community college level using the Kolb & Gray (2005) Collaboration Leadership Model in the areas of common mission, collective responsibility, necessary resources, respectful and supportive climate, awareness of group process, creativity, and capacity to deal with conflict. A secondary purpose was to explore barriers between the two groups of instructors, and to describe what strategies and practices could improve collaboration.

Research Questions

The following research questions were used to address the purpose of this study:

1. How do community college ESL and English 101 instructors perceive the frequency and opportunities for collaboration with one another in the areas of common mission, collective responsibility, necessary resources, respectful and supportive climate, awareness of group process, creativity, and capacity to deal with conflict?
2. What do community college ESL instructors perceive as barriers to collaborating with English 101 instructors in the areas of common mission, collective responsibility, necessary resources, respectful and supportive climate, awareness of group process, creativity, and capacity to deal with conflict?
3. What do community college English 101 instructors perceive as barriers to collaborating with ESL instructors in the areas of common mission, collective responsibility, necessary resources, respectful and supportive climate, awareness of group process, creativity, and capacity to deal with conflict?
4. What do ESL instructors identify as strategies and practices that could improve collaboration with English 101 instructors in the areas of common mission, collective responsibility, necessary resources, respectful and supportive climate, and awareness of group process? awareness of group process, creativity, and capacity to deal with conflict?
5. What do English 101 instructors identify as strategies and practices that could improve collaboration with ESL instructors in the areas of common mission, collective responsibility, necessary resources, respectful and supportive climate, awareness of group process, creativity, and capacity to deal with conflict?

How this study will contribute to existing knowledge in the field

The theoretical framework for this study, the Collaborative Leadership Model (Kolb & Gray, 2005), was developed to guide collaborative workshops in higher education. The model was developed to address the changing culture of higher education institutions. Mainstream community college classrooms have become global classrooms, embracing both native English speakers and a range of ESL students from a variety of

cultures with differing learning needs. This study explores how the Collaborative Leadership Model can be utilized for community college ESL and English faculty collaboration. The model has not been applied to these two focus groups.

Description of Participants

Characteristics of Population

6,000 ESL and 36,000 English 101 Instructors in 1202 Community Colleges in the U.S.

Community college ESL instructors teach English as a Second Language (ESL). They prepare ESL students for mainstream English composition courses. English 101 instructors teach mainstream English composition courses, which include critical reading, academic writing, grammar, and research.

Target Population

145 ESL and 770 English 101 Instructors in 29 community colleges in Washington state.

Number of Participants or Sample Size

20 ESL and 60 English 101 Instructors in three community colleges in Washington state: Olympic College, Peninsula College, and Edmonds College.

All ESL and English faculty at the three Washington state community colleges were selected as subjects for the survey. One ESL instructor and one English instructor from each of the three colleges--six faculty in total--were selected for the interviews.

Specify Age of Subjects

All subjects are adults age 18 or older

Recruitment

Subjects will come from three community colleges in Washington state. After obtaining IRB permission to proceed with the research study, the researcher will seek approval IRB from the following Washington state community colleges: Olympic College, Peninsula College, and Edmonds College. After receiving approval, the researcher will communicate with college deans before making the initial contact with participants through email addresses.

Location(s) of the project

The surveys will take place online through Survey Monkey.
The interviews will take place through Zoom.

The procedures to be used for data collection

The investigator will use a survey and an interview protocol that was developed after conducting a thorough literature review of the subject matter and was reviewed by the dissertation chair and two additional qualitative research experts with doctoral degrees. See attached.

- Type of Study: Explanatory Sequential Mixed-Method Design
 - Phase One: Quantitative data collected and analyzed.
 - Phase Two: Qualitative data collected and analyzed.
 - Conclusion: How Qualitative results explain Quantitative results.
- Phase One: Quantitative
 - Electronic Survey (Survey Monkey)
 - 19-item survey based on the Collaborative Leadership Model (Kolb & Gray, 2005).
 - Survey questions grouped into five parts, seeking responses to the five research questions.

- Conducted through Survey Monkey in a closed-response format using Likert-type response options
 - Phase Two: Qualitative:
 - Interviews Through Zoom
 - Five interview questions with probes
 - The first two aligned with Research Question #1
 - Interview Question #3 related to Research Questions #2 & 3
 - Interview Question #4 related to Research Questions #4 & 5
 - Also collected: Demographic Information
 - College mission and vision statements, ESL and English Department Outcomes, Department Meeting Notes, Syllabi, Assignment Prompts, and Rubrics
1. Potential subjects will be identified and approached by the principal researcher per the recruitment instructions above.
 2. The principal investigator will share with the potential subjects the purpose of the study and the research questions. She will explain to the potential subjects that they will be asked to participate in a 30- to 45-minute interview.
 3. If subjects agree, they will be provided with the standard Brandman Bill of Rights and an informed consent form. These documents outline the subjects' rights and explains the risk that is involved, that their participation is voluntary and that they may opt out at any time, and procedures and protocols for maintaining confidentiality during the study.
 4. Once the principal investigator obtains consent from the department deans, a web-based survey will be emailed to all ESL and English faculty at three Washington state community colleges. Participants are informed that the survey will take 5-10 minutes, that their participation is voluntary, and that their responses will be kept confidential.
 5. The principal investigator will schedule the interview. The interview will not begin until the subject has signed the informed consent form and had an opportunity to have any questions answered by the investigator.
 6. The principal investigator will follow the interview protocol that was developed (see attached). During the interview, the investigator will take some notes, but will record the interview using two devices. The recordings will be kept confidential to protect the subjects and will be transcribed.
 7. The transcripts of the interviews will later be shared with the subjects so that they can review them for accuracy and provide any clarifications or additional information.
 8. The data will be stored in a secure, password protected place for one year and then destroyed.
 9. The principal investigator is the only one who will have access to this data.

RESPONSIBILITIES OF THE PRINCIPAL INVESTIGATOR:

- Any additions or changes in procedures in the protocol will be submitted to the IRB for written approval prior to these changes being implemented
- Any problems connected with the use of human subjects once the project has begun must be communicated to the IRB Chair
- The principal investigator (PI) is responsible for retaining informed consent documents for a period of three years after the project.
- The PI should include with the IRB submission a confirmation that the research has been approved by the Olympic College chairperson(s) and Dean(s) of the academic area(s) where the research will be conducted.
- The PI shall notify Olympic College's IRB chairperson when the research proposal has been approved or modified by another institution's IRB.
- The principal investigator will provide a copy of the final research results to the chairperson of Olympic's IRB.

Signature of Principal Investigator/Project Director Lynn Hovde	Date 2/6/2021
Signature of Faculty Advisor (if student project)	Date
Signature of Dean/Division Chair	Date

FOR COMMITTEE USE ONLY	
Signature of IRB Chair	Date
IRB Chair: Check appropriate box <input type="checkbox"/> Approved <input type="checkbox"/> Approved w/restrictions <input type="checkbox"/> Refer to Full Committee Review	
Type of Review (as determined by IRB): <input type="checkbox"/> Exempt <input type="checkbox"/> Expedited <input type="checkbox"/> Full Review	

**Olympic College
Institutional Review Board**

ELEMENTS OF INFORMED CONSENT

Researchers must obtain the signed ***informed consent*** of participants. For those less than 18 years of age, the researcher must obtain the signed informed consent of parents or legal guardian and all reasonable attempts must be made to obtain each participant's ***assent***, which is defined as the participant's agreement to participate in the study.

The informed consent must include the following in sequential order and in language which the participants can understand:

1. Statement of purpose of the study.
2. Short description of methodology and duration of participant involvement.
3. Statement of risks/benefits to the participants.
4. Statement of data confidentiality.
5. Statement regarding the right of the participant to withdraw from the study at any time without negative consequences.
6. An offer to answer any questions the participant may have.
7. Contact information (phone number) of all Principal Investigators, and also contact information for Olympic College's Institutional Review Board.
8. Line for signature of participants and/or parents or legal guardian except for questionnaire research in which return of questionnaire gives implied consent.
9. Statement that participant is 18 years of age or older unless parent or legal guardian has given consent.

In situations where participants will be **deceived**, items 1 and 2 are omitted and participants are told (on the signed form) that disclosure of the purpose and/or methodology could bias the outcome of the study. In this case, **after the study is complete**, each participant must be presented with a description of the purpose and methodology as carried out and this document must be signed by the participants "after the fact" in order to guarantee informed consent.

Olympic College

SAMPLE INFORMED CONSENT

The following suggestions are offered as guidelines. The exact language is the decision of the researcher. Keep in mind, however, that the Institutional Review Board must determine if the participants will be giving informed consent. (Note: that in the case of children, it is assent).

Dear (student, parent, sir, madam, etc.):

We are conducting a study to determine _____. In this study, you (your child/ward) will be asked to _____. Your participation should take about _____ minutes.

There are no risks to you (your child/ward).

or

The only risks to you (your child/ward) include _____.

All information will be handled in a strictly confidential manner, so that no one will be able to identify you (your child/ward) when the results are recorded/reported. Your (your child's/ward's) participation in this study is totally voluntary and you may withdraw at any time without negative consequences. If you wish to withdraw at any time during the study, simply _____.

Please feel free to contact _____ (names(s), title(s) of principal researchers) at _____ phone) if you have any questions about the study. Or, for other questions, contact Olympic College's Director of Planning, Assessment and Research (phone).

If the participant is of age (18 years old or older), use:

I understand the study described above and have been given a copy of the description as outlined above. I am 18 years of age or older and I agree to participate.

Signature of Participant Date

If the participant is not of age, use:

I understand the study described above and have been given a copy of the description as outlined above. I agree to allow my child/ward to participate with his/her assent when possible.

Signature of Parent/Guardian Date

ASSENT format:

I understand what I must do in this study and I want to take part in the study.

Signature of Child/Ward Date