Abstract

The conduct of this research is to better understand the conditions and network by connect, disconnect, and reconnect students relationships. All of the interviews were done at Modesto Junior College. Methodology and theoretical concepts guided this research such as Social Institutions, Structural Functionalism, and Conflict Theory. All of the interviews were given the same questions but came up with different answers. The concepts of a better and deeper understandings is obtained allowing of qualitative. The elements contributed consensualizing, compromising, collaborating, connecting, and heading to success by achieving the students success and the achievement of their goal. The factors of the students to connect, and sustain a relationship with school experience. Students realizing the success also leads to endured emotions that include the confusion and frustration. It shows or demonstrates how the importance of the social uniting process is that makes it one of the many student’s career. This research is suppose to show how in Modesto Junior College has a successful schooling experience. And how by communication the interactions with the professors, staff, and peers include own family creates an empowering education because without one or another education would not have been build in Modesto Junior College it would be difficult to even try and let students try and educate themselves that’s why professors are very important they let students understand what the need to become successful no matter the major they are planning to learn and have a knowledge of will help the next generation. Education is very important for everyone no matter the gender, or even age it all just depends on yourself and what you want to achieve everyone might already know how they want to live their lives and by making education better in Modesto Junior College I have three recommendations of one would be letting all professors have office hours so when students need the help or not understand a topic they will be available for the
students. Second Having more assignment available for students and letting them interact with one another see what they have different knowledge of seeing who can be the one to lead and see the results of how much time management they have to ask questions outside and inside class. Third would be letting students be able to be aware that they aren’t alone education is for everyone and not everyone might be in the same level but there is more than one that can think the same and be inn the same level.
Methodology and Research Design

A self interview as we as two additional interviews were conducted as part of this research. All of the interviews were done in the same location which was Modesto Junior College West Campus. All of the interviews were given the same questions but came up with different answers. There is evident differences and similarities regarding age, gender, race, ethnicity, marital status, and employment status. Other places that I observe my participants was outside of class the student that asked the questions was also interviewed and made her the “participant- Observer”; the student was observing which made her participate and figure out the openings of her learning and the network. A consent form was given and signed to all participants, including the interviewer, to ensure that the interviewer will not disclose any information she was told by the interviewee. This consent form also stated the identity of the interviewee will not be revealed. This agreement assures honest and secure answers and as a result, a more accurate and reliable study. In addition, the interviewer’s names were replaced with acronyms that labels their gender, age, ethnicity, marital, status, and employment status.

Value neutrality is being a human and studying human subjects resulting in some degree of subjectivity, due to cultural influences. Sociologists, Weber stated, must establish value neutrality, a practice of remaining impartial, without bias or judgment, during the course of a study and in publishing results. Value neutrality does not mean having no opinions, however. It just means that sociologists must strive to overcome personal biases, particularly subconscious biases, when analyzing data. Which means giving respect to those who don't agree or disagree and set aside personal values. Many might have different opinions about education and even other topics that influences many people. Each interview was urged to
give completely honest answers in order to help the interview better understand students success. This research paper is composed of two interviews that are labeled as follows:

1.) Female, age 18, Portuguese, Italian- Mexican, Single, Unemployed- F18PIMSEU

2.) Female, age 29, Caucasian, Single, Employed-F29CSE
Analysis

Hypothesis #1 Of the Social Uniting Process

"The higher the degree and number of conscious (open awareness) consensualizing (mutual) unconditional positive valuing, caring, communicating, committing, collaborating, compromising connecting, and confirming interactions between participants constructing defined social unifying selves, giving, trusting, inclusivizing, equalizing, empowering, productive, and peaceful relationships.

In each interview the first hypothesis can give the precise suggest that would include the collaborative, connected, productive relationships and connected. There are many ways a student can collaborate with their professors and how they can help their students become more successful. Some students from Modesto Junior College prefer to take classes online than face-to-face and it can be about time management and other personal preference, but it can also mean that they believe that teachers or prefers might not give them the necessary help to get to their goal or achieve what the wanted by attending MJC. The interview that happened with F18PISEU she has most of her classes at West Campus and she has teachers that have office hours and others that don’t much she attends class everyday and takes advantage of those office hours to make questions and get information that she believes will help her with assignments and know what she will be needing for her major with that specific class she attends. It sometimes is hard for a teacher to help each and every student but they understand that they attend their class for a reason and want to become successful. Students who are having connections with others and having advantageous relationships, and are aware of the resources available to them are putting the first hypothesis into practice. Some fellow classmates might have the same major and might get the extra help discovering and
finding out what they need to know by others that have more experience or have longer time at Modesto Junior College. Taking to other makes a strong relationship because like myself I am starting my career of getting courses that I must take to become a nurse and by talk to other classmates and getting the help I need to get started I can start from somewhere by knowing who I have to talk to when I have a question of what classes to take next once I am finished with my fall classes. It’s important to talk to other then being quiet and being clueless because it can affect you by not connecting with other which can be by religion, age or even major doesn’t need to be so much about gender because it might have been important in the fast but know many are noticing that education is for everyone no matter what age you are it’s important to start then never have even gotten a step closer to a reality. Staff members can help a lot as well for F18PIMSEU she explained that they would help her maneuver her way to the campus and recommend her to helpful resources. Collaboration is key to success and it can help many with not understand something and a peer helping out break down the concepts and a format of even an assignment. Asking questions is also a format of connecting some make think the same others might think different and an a unique ways that some might not understand. F29CSE says her students sometimes help each other and decided to spend time studying together she says “Many of my classmates spend time with me before or during even, after class communicating and connecting with them and creating a mutual relationship and knowing that her classmates understand the material and answering any question that they have.” The professor is putting the first hypothesis into consensualizing with helping her students in her office hours or making herself available for her students. For F18PIMSEU she states that her family provide her with items she needs for classes and her family’s encouragement to help her become successful. Connections of social uniting process is very important because sometime people can not continue or feel like they don’t have
enough of what it needs to take and step out of the position they are and lower themselves down sometimes it even takes to talk to staff and get the help needed. Counselors can also be the extra help students need let them become successful. They are a center of help that many students make appointment for to know what classes they need to next for their major to graduate for Modesto Junior College or even a transfer university. Counselors show that they care about students futures and want to be able for students so they can assistance to ensure the student is able to reach their full potential. Collaborating with peers can lead to empowering, productive, and supportive relationships. Asking questions can lead to absorbing the material which leads to higher student success. F18PIMSEU says that if she doesn’t understand the lectures or the material giving in class she can lead to others from family members if not the professor or peers. The method of consensualizing valuing it shows that students want to succeed together. Which is a collaborative effort because many want to look at a problem and agree or disagree but give their own opinion by letting their voices being heard. Students are able to achieve their high level of success by collaborating, connecting, with building supportive, consensualizing with empowering, conscious by making productive relationships.

Hypothesis #2 Of the Social Uniting Process:

The lower the degree and number of defined conscious (closed awareness) consensualizing unconditional positive valuing, caring, communicating, committing, collaborating, romising, connecting, and confirming, interactions and learning techniques, a student participant has with persons and of administrators, their perspectives and practices, in any schooling social world teachers, staff, students, intimate coupling others, family, friends, and dental
community members, the higher the probability of students constructing maximizing resi
consensually define negative self exclusivizing, disequalizing, disempowering, less positive,
productive, more conflicting relationships, lesser student learning outcomes, student
supporting and sustaining social uniting networks, and successful graduating status passages.
Social disuniting where also taking place for the interviewers. F18PIMSEU said that she had
obstacles that prevented her from her learning. She graduated from high school this year and
never has taken online class she never got an email that her class online was starting and
since she had a tight schedule she forgot what day her class started then she figured out that
she had a few minutes and wanted to check on her computer the books she was going to need
or her classes and found out that she only had a few minutes to log in her account and be
acceptable to take the online class. She claims she never had imagine getting kicked out of a
class she wasn’t even sure she was taking. Know she checks her emails and does her
assignments and other difficult problems she was having was getting help with the student
help center that could help her understand her assignment when she couldn’t understand her
professor work or lectures she wasn’t sure where to get the help or even know of others
understand her questions of how to work online. She wasn’t unsure of many things but
wanted to see if others could help her she was always an 3.5 or higher GPA student and
would always have an amazing friendships with her teachers but would not know if it would
be the same case. She know that she would not get the office hours as she does with other
teachers but would have to figure out a way she could have a connection and not a
disconnection and fail the class. F18PIMSEU states “It wasn’t smart of the idea to take online
classes when I haven’t even taking one class online and at my first semester of college but I
know that I would have to start somewhere and at some time to get ahead to learn and
understand how to work online and also be able to take classes at both campus.”
It is difficult to create a strong and trusting relationship if the interactions are not coming into contact with each other. F18PIMSEU claims that she sometimes finds it difficult to be able to find time to get help from a teacher when they don’t have office hours. It’s not only the cause of this student but others as well. My teacher for nutrition doesn’t have any office hours and the only time we can connect with her is in class time. I can only see her for one day and it sometimes doesn’t help because I might have a question days later and I won’t be able to connect her since she doesn’t reply to her emails and is very private about her phone number which is perfectly fine some are openly and others teachers are not which is understanding. I sometimes feel that I don’t give them the fully appreciate of their work because of the different setting with school environment. F18PIMSEU can say that she sometimes feel that all teachers at least must have some management of their office hours even though they might have a second job or live further away from Modesto. Students may feel like their aren’t smart enough which leads to the result of focusing on approaches to knowing and being smart then actually gaining the knowledge and understanding. Being in school and trying to balance schoolwork is not easy with adding on the personal life consequently sometimes we find our relationship with education to be unbalanced. F18PIMSEI says “I sometimes would find it stressful the hours I would have to add to school and work. And find time for my exams and studying time when I would become stressful and exhausted.” She would only get a few hours available for herself because her family problems and how that adds up to demands and take away schoolwork time. F29CSE says that she always wants to be able for her students and tries her best to make her lectures easy and understandable to all of her students and when every they have questions she will be able to answer and give the response need to make sure her students gets and understand her point and the reason. Not all students make understand the teachers respond even might even include making it more difficult to
understand. Professors demonstrates that their students have values and want to be assistance by answering the student’s question and might lead to a mutual agreement. F18PIMSEU says that her height some classmates watch her and take pictures and make her feel uncontrollable and the negativity would result in less productive and more problematic interactions with peers. Disuniting happens because of the low degree of caring, communicating, collaborating, and consensualizing bringing emotions negativity with disempowering interactions.

Hypothesis #3 of the Social Uniting

The higher the degree and number of redefined conscious (reopening awareness) consensualizing (mutual) unconditional positive valuing, caring, communicating, committing, collaborating, compromising, connecting, and confirming interactions and learning techniques, with perso and their perspectives and practices, in any schooling social world of administrators, teachers, ns staff, students, intimate coupling others, family, friends, and residential community members, the higher the probability of students constructing optimizing consensually re defined positive self and other, positive, productive and peaceful relationships, student learning outcomes, student supporting and sustaining reuniting networks, and successful graduating status passages. Connections can happen because of school environment but also there can be a cause of disconnecting for that reason of students encouraging the success they still need and make an effort to reconnect the bonds to reassure our commitment to students success. The last hypothesis is for social reuniting which let’s students be able to reconnect and reopening awareness for students and teachers to re-compromising, re-committing, re-consensualizing, forgiving and reopening with relationships that disconnected from our education. F18PIMSEU was able to utilize the third hypothesis for a more effective communication between her online professor and herself. She
faced the obstacle that dealt with the method of asking staff and other peers how to work and better understand taking online classes. Block the peers that kept talking about her and those who were taking pictures and telling them to stop stand up for herself and being brave enough. And feeling more connective to her schoolwork once her work job was done able to maintain a better schedule of her studying for exams. She has more time spending with her family and connecting more with them by releasing all her stress she had and leaving it behind her. The disconnection of her family made her work hard that her role as a student she had distance from her role of being the big sister of her family. She emails her teacher every time she has questions of lectures or even assignments that she didn’t understand the format or the concept. For F29CSE she feels like she has been a good teacher that loves to give her students the time to understand the class her assignment and letting her students understand that there is no stop to learning because each time it will keep on growing education won’t stop and there might be levels of knowing how much knowledge someone might have but even though selves have to learn what other are discovering. F18PIMSEU she was able to forgive those that gave her such a hard time in class and outside of class which shows a demonstrated productive and social reuniting in her classes. F18PIMSEU works hard on her classes and wants to keep her 3.5 GPA at its level but the caring and confirming of her family will always help her achieve her goal to success and show her younger siblings that hard work does made off even though it make look and seem impossible there's always a way to achieve your goal and in the end it will all pay off. The hypothesis show how there will be disconnection and connection either in college and in home their might be different situations were people might connect on the family situation by not having enough time or other time when work might get in your way of getting an education but waiting to go to school and one of the greatest achievements can be getting to be able to graduate and show the generation
before you and after you that you have become one of the many family members that there
dream came true will be able to keep in mind that it wasn’t only done by itself people were
their to encourage you and show that they cared and believed in you. Family’s might have
their differences but they won’t forget that their family. For F18PIMSEU she had to go
through a lot having mmmnets when she felt like crying and would not understand the reason
to her reaction if it was only her imagination or if everything just become more stressful and
unreal to understand. The bullying of her height was a topic she had to go through for many
reasons because one one else had her diseases and even for her siblings it was worried and
strange at first but then as years past she had to tell her siblings why she was different.
College was never said to be easy and it will be changing the way that people may see
education and teach it. With this information it came with the conclusion that people are best
able to connect and reconnect with the effectiveness of communication which is key,
consensualizing, and consciousness and variable cause of disconnection of teachers, and
students for disconnection in relationships.
Conclusion

The research process of the social uniting networking of education status passage and performance of the learning it made clear the significance of consensualizing, connecting through the interviews that were given and the communication. In the two interviews it displayed how the situations and examples were they were found themselves disconnecting and how it affected their daily life how it made it clear it was a stressful but also how it need to flip and become more positive and finding the connection that needed to happen and figure a way it would not affect them more by their education. Their were also many disconnection that included the family members or even professors. The interviews would provide examples that showed how the student was disconnecting and how they would find a way to figure out what was missing and get reconnected. A personal aspect that I took away from conducting the research was how the people would have to figure out a way to continue in their education how even though you might not understand something doesn’t mean you must stop and not do nothing about it there are many people around that might have the same questions and might not have also thought of an answer but know that giving up wasn’t a choice and that even though being a new student means having to go through understanding how to have classes online and how they work to having questions and being prepared to make appointments with professors. By communicating effectively students will be able to gain the assistance they need and be in consensus with others. Communication gives many advantageous for education because it gives connections, compromising, and conforming for students success. The interviewers know that they aren’t alone because they have their family to encourage them and become there support system to let them continue on their studies by getting an education and achieve the goal of graduation Modesto Junior College and not letting that stop them but still keeping their knowledge of what they have learned and what
they will need to remember. Three recommendations are having officer hours all professors must have so students are able to understand the lectures and what us being taught in the class they are attending. My second recommendation would be letting the peers being able to help each other and have assignments that can involve the knowledge of others so those who feel confused must ask questions and they will be answered by that I mean having group assignments. The last one would be letting the students be able to know each other giving them the opportunity so they can become of aware that they aren’t alone with getting an education and working hard by becoming smarter.
References:


Defining the Causal Conditions and Variables of the Social Uniting Process:

Here is the current conceptualizing of the core causal conditions and variables of the social uniting process of conscious consensualizing unconditional positive valuing, caring, communicating, committing, collaborating, compromising, connecting, and confirming interactions in an “ideal type” first stage social uniting relationship pattern. Consensualizing is the process that involves being in and/or becoming into consensual agreement with other and their definitions of concerns, perspectives and practices, and their efforts to resolve those concerns in any given social world. Another dimension of consensualizing along with agreement is being in and/or becoming into mutual awareness of an agreement with others and their definitions of concern and efforts to resolve those concerns. A third dimension of this process is being in and/or becoming into mutual agreements for change strategies to
translate this process into grounded social reuniting-uniting action programs optimizing positive, productive, and peaceful relationships. Consensualizing consciousness is being in and/or becoming into consensual agreement and awareness of one's own existence, sensations, thoughts, emotions, and defined concerns and efforts to resolve those concerns along with the concerns of others. Ongoing scientific human behavioral and social scientific research is increasingly viewing consciousness as existent in all forms of matter. Also, the fact that there are varying state or levels of consciousness in human beings reflecting in their brain functioning and patterns that have consequences for shaping human perception. This includes the defining and designing of the relationships towards oneself, and others, nature, and/or to a trans-personal self and/or trans-natural sacred. It has been hypothesized by some behavioral and social scientists that the higher the level of consciousness the higher the probability of experiencing an unconditional positive valuing and uniting with one's self and others. Consensualizing valuing involves being in and/or becoming into consensual agreements and awareness with others in their defining of self and/or another individual's or collectivities social value in any given social world. In American society, we value self and/or others, positively and/or negatively, on their socioeconomic status, gender, race, ethnicity, age, sexual orientation, education occupation, family status, life styles, beauty, personality, talents, accomplishments, mental and physical health, along with miscellaneous other sociocultural value and normative perspectives and practices. This consensualizing valuing process involves both individuals and collectivities constructing socio cultural values that become the most dominant and sacred socio cultural value orientations in any given social world and contrasted with the variant lesser valued socio-cultural value orientations. Consensualizing caring is feeling, and/or showing and sharing compassion and loving attitudes and actions towards oneself and others, along with being in and becoming into
mutual agreements and into a mutual awareness of agreements with, and towards others, and their defined concerns and efforts to resolve those concerns. Consensualizing communicating is a pervasive variable that integrates all the other consensualizing processes. It is the action of conveying the informational messages through a variety of means being in and/or coming into mutual agreements and mutual awareness of agreements with oneself, and others, and their defined concerns and efforts to resolve those concerns. Consensualizing collaborating is cooperating and working together in the constructing of mutual agreements and mutual awareness of agreements with other defined concerns and constructing joint efforts to resolve those concerns. Consensualizing compromising is a settlement of differences in which each side makes concessions in their defined concerns and their efforts to resolve those concerns and discover consensualizing “common ground” solutions. This is in stark contrast to competing, conflicting, over-controlling disconsensualizing interactions that have social disuniting consequences with less positive, productive, and peaceful relationship outcomes. Consensualizing connecting involves joining together with individuals and/or collectivities in interaction with shared mutual concerns and efforts to resolve those shared concerns in varying social worlds. When there is high degrees and numbers of “integrating” consensualizing variables in these connecting interactions there is a high probability that connecting interactions will be transformed into social reuniting-uniting interactions. Consensualizing confirming is the clustering of validating and verifying indicators that emerge when the defined conscious consensualizing processes involved in the social uniting process are expressed in their “ideal type” positive expression. The Social Structural and Interaction Consequences of the Social Uniting Process in its Ideal Positive Expression: Altruistic Giving-is expressed as the unselfish concern for the welfare of others and the equal sharing of one’s assets and gifts to others to resolve their individual and/or collective define
concerns. This is contrasted with interactions driven by “getting” and “giving to get” selfish relationships. Forgiving-is expressed as giving up resentment against and to stop wanting to punish an individual and/or collectivity for a defined offense or fault. This can mean not only pardoning an individual or/or collectivity for a perceived offense or fault but considering the possibility that one’s non-forgiving perceptions and actions may be based upon ungrounded assumptions projected upon others. Trusting-is expressed as reliance on the integrity and ability of an individual and/or collectivity to follow through on a consensual agreement to resolve defined concerns of an individual and/or collectivity. Inclusivizing-is expressed a valuing and including all others, individuals and/or collectivities, regardless of their psychosocial variations and differences and providing them with equal opportunities for joining together in one’s social world. Equalizing-is expressed as not only including and defining others as of equal value, but interacting and treating others as of equal value, and therefore extending the same status, rights, equal opportunities, fairness, and impartiality to everyone. Empowering-is expressed as extending positive messaging and opportunities to individuals and/or collectivities to share in the decision making, and benefits of that decision making in any given social world. When all these social uniting variables in high degree and numbers are integrating and moving upward from the social disuniting variables of the second hypothesis, stage three of the grounded theory social reuniting process is emerging and manifesting in a “moving equilibrium” pattern of social reuniting-uniting interactions. If this moving equilibrium is then translated and applied into grounded social uniting action programs more positive, productive, and peaceful relationships will be experienced. The social reuniting stage of the social uniting process can be linked to the many social movements that have been socially constructed to reverse defined social disuniting conditions and consequences experienced by specific individuals and collectivities. For example, the
civil rights and feminist movements in the context of American society as well as many other societies clearly illustrates these efforts to revalue and reunite individuals and collectivities into the mainstream of a social uniting society. The social uniting process is also integrative with the three sociological mainline theoretical perspectives. For example, one can see in hypothesis number one of the social uniting process the insights of the “functionalist” theoretical approach and its emphasis upon the importance of maintaining the stability of any society through having high degrees of consensus (agreements) in the dominant sociocultural values and the need to construct cooperation (collaboration) in implementing these values to insure social integration (social uniting) in the social institutions of marriage and the family, education, religion, government and economy, and health and health care. Also, in hypothesis number two of the social uniting process, the social disuniting stage, the insights of the sociological “conflict” theoretical approach are clearly expressed with its emphasis upon the devaluing and disempowering of some members of society by those members of society who have more power. Consequently, there is a continuing process of conflict between those members of society with that power and others who are struggling to achieve equality in the varying social institutions of society. Finally, the “symbolic interactionist” theoretical approach pervades all the other theoretical approaches, including the social uniting process in its foundational explanation of human behavior: “The first premise is that human beings act toward things on the basis of the meanings those things have for them...The second premise is that the meanings of such things are derived from, or arises out of the social interaction that one has with one’s fellows. The third premise is that these meanings are handled in and modified through an interpretive process by the person in dealing with the things he [or she] encounters.” (Blumer, 1962:571-572)
Appendix A: The Interview Questions and Answers

Interview #1 with F18PIMSEU

1.) What is your age?
   I am 18 Years Old

2.) Are you employed? If yes how many hours per week?
   No I'm not employed

3.) Are you married or single?
   Single

4.) Are you or anyone of your dependent children who live with you?
   No, but I am dependent I'm live with my parents.

5.) Is English your native (first) language?
   Yes


7.) When you have completed your time at MJC what would you define as a successful result for you? a. AA or AS Degree. b. Successful transfer to a four-year college or university. c. Vocational Certification. d. Life learning enrichment classes. e. I don't know.
   It is my first semester at MJC my goals are to obtain my ADD in Nursing and the transfer to a four year.
8.) Do you have a religious or spiritual preference? If yes, how does it support you in your quest for student success? Please give an example.

I am Catholic and I go to church and participate in the church and community.

9.) What are the positive ways you have connected with teachers that have supported and sustained your student success and in what ways? Please give three examples?

(Hypothesis 1)

The ways I made a positive impact on my teachers is showing up everyday, doing the work and test. And going to them when I need help and just talk to them to get to know them.

10.) What are some of the relationship challenges and conditions you have faced and/or are facing that disconnecting you from teachers and challenges your quest for success? (Please give three examples. (Hypothesis 2)

Situation I have face with my teacher is to understand what there trying ask if not being able to hear clearly. And having a disconnection by not understand the lectures or what they are explaining.

11.) How have you been able to overcome some of the relationship challenge and conditions you have faced and/or are facing that disconnected you from teachers that challenged you student success and in what ways? Please give three examples. (Hypothesis 3)

By asking my teachers to repeat the task or even by sitting closer up front and sending them an email. Even though they don’t always answer email’s I found it harder to have a communication and talk to the when they don’t respond back.

12.) If you have not been able to overcome some of the relationship challenges and conditions you have faced and/or are facing that disconnected you from teachers and that challenged you student success, why have you not been able to do so? Please give three reasons.
None

13.) Which student services, programs, and personnel offered by MIC have contributed to your student success, for example counselors, library staff and tutoring, student success specialists, financial aid services, and/or other programs? Please list these supporting services, programs, and personnel in the order that they to be the most supportive.

Counselors, emailing the teacher, tutoring, the librarian, free printing, and the nurse office.

14.) What student learning techniques and classroom teaching techniques do you find most helpful to your success? For example, student research and study groups, lectures, powerpoint presentations, discussions, videos, and canvas programs? Please list these learning and teaching techniques that you find most helpful in the order that you found them to be the most supportive.

Canvas, Student email, and MJC website

15.) Do you prefer on-site classes, online classes, and/or a combination?

I prefer an on-site classes.

16.) Please give one brief student success story that you have experienced or have heard of another student experiencing at MJC linked to their relationships with their teachers.

The staff, canvas, and the library.

17.) Please share three specific things you most value about MJC.

Everyone is very nice the staff and the professor are very helpful, the maps they give out are very easy to follow when looking for classes. And the last one is being open minded.

18.) Please share three specific things you value least about MJC.

Walking in the rain because there is no cover area, not enough parking area and being very strict on parking.
19.) **Who are those persons in your social network that most support your quest for schooling success at MIC?**

My Counselor

20.) **What three recommendations do you have to optimize student success at MIC?**

Three recommendations are the teachers are very helpful and understanding to get you to pass. Two flexible schedules for online classes and the walk-in three support groups.

**Interview #2 With F29CSE**

1.) **What is your age?**

I am 29 years old.

2.) **Are you married or single?**

I am single

3.) **Are you parenting dependent children who love with you?**

No Children

4.) **Is English your native (first) language?**

Yes

5.) **What is your ethnic identification? Black, African-American, Asian-American, Latino-American, Hispanic-American, Indian-American, Pacific Islander-American, other, Caucasian**

6.) **What does it mean to you to be a successful teacher?**

Watching the students become success and receiving accomplishments

7.) **Do you have a religious or spiritual preference? If yes, how does it support you in being a successful teacher?**

Catholic I rely on my religion
8.) What are the ways that you are positively connecting in your relationships with students to support and sustain their successful learning outcomes in face-to-face, and/or on-line, or hybrid classrooms? Please give three examples and specify whether in face-to-face, on-line, and/or hybrid contexts. (Hypothesis number 1)

Tutoring after class, being available to students, and grading scores

9.) What are the ways that you are positively connecting in your relationships with fellow schooling participants? This would include your relationships with administrators, fellow teachers, and staff. Please give three specific examples of these supportive relationships and in what ways do they support your successful teaching in the varying classroom contexts. (Hypothesis number 1)

Communicating because it’s key

10.) What face-to-face, and/or on-line or hybrid classroom teaching techniques do you find most successful in optimizing students learning outcomes? Please give three examples specifying the specific teaching techniques and classroom contexts.

Face-to-face, three teaching techniques are making lectures available, presentations, and using real word examples medical records.

11.) What are some of the relationship concerns and challenges that you experience in creating positive and productive relationships with students in general as well as in the context of the varying classroom? Please give three examples specifying the specific challenges and classroom contexts. (Hypothesis number 2)

Concerns are equality having the same access, by a student having internet at home, are ability to use a computer and having every available.

12. What are some of the relationship concerns and challenges that you experience in your relationships with other fellow schooling participants that challenge your classroom success
with students? This would include your relationships with administrators, fellow teachers, and staff. Please give three specific examples of these challenging relationships and in what ways do they challenge your successful teaching in the varying classroom contexts.

(Hypothesis number 2)

No challenges

13. How have you been able to overcome some of the relationship challenges and conditions you have faced and/or are facing that disconnected you from students. Please give three examples specifying the specific challenges and conditions and how you overcame them in varying classroom contexts. (Hypothesis number 3).

Not having access to school materials books and computers and the struggles they face home.

14.) How have you been able to overcome some of the relationship concerns and challenges that you experience in your relationships with other fellow schooling participants that challenge your classroom success with students? This would include your relationships with administrators fellow teachers, and staff. Please give three examples specifying the specific challenges and conditions and how you overcame them in the varying classroom contexts.

(Hypothesis number 3)

Evaluators feedback can help no matter if it’s negative or positive. They can help you improve on your teaching.

15.) Do you prefer face-to-face, online classes, or hybrids? Please give three specific reasons why you prefer either one, and/or combinations of these classroom options.

Face-to face because it’s easier and it much better to understand. Another reason would also be able to ask questions at any time and not needing to wait for such a long time. And third if your a visual learner it’s easier to remember all the knowledge that you must get when being in the medical field.
16.) Please give one brief student success story that you have experience in your teaching.

"I had once a student that didn’t know how to do blood pressure and she would practice and practice now she is a nurse at Kaiser hospital and become more successful than me."

17.) Please share three specific things you most value as a teacher at MJC?

Time, Students success and assessments.

18.) Please share three specific things that you value least about teaching at MJC?

Personal time don’t have any more.

19.) Who are those persons in your social network that most support your teaching success?

Parents and boyfriend

20.) What three recommendations do you have for optimizing teaching at MJC?

Time management, managing students success through assessments, and Use follow co-workers sources.

Appendix B: The Interview Interaction and Observational Setting

F18PIMSEU

I choose this interview because we had already known each other since elementary. I first meet her in my second grade classroom. We become good friends and knew everything about each other we even would hang out together at high school. Our friendship is still very strong and we still talk to each other we even have a class together. The interview was conducted at MJC West Campus and lasted 20-30 minutes. My interviewer did not have difficulty coming up with an answer to these answers. My interview body language was comfortable and relaxed. She was faced throughout the entire duration of the interview and had eye contact she wasn’t shy towards the questions. My interviewer was comfort as well as mins so it was a 10. This is due to a long friendship making the interview fun and interesting.

F29CSE
This was a self interview that was done at MJC Campus this lasted 40 minutes. I had
difficulty coming up with answers to #10 because there was much of details and a lot of
similarities of answers. The interview went well I rate it 10 because we were both
comfortable and keeping eye contact and their was no confusion and all questions were
answered to her honest opinion.