

**Faculty Inquiry Groups – Fall 2013
Final Report
Submitted January 30, 2014
by Beth Patel and Cara Kreit**

In fall 2013, we submitted a proposal to the BSISC to implement Faculty Inquiry Groups at COM. This proposal came about because of our personal interest in professional development and to support one of the goals of the COM Strategic Plan. FIGs are small groups of faculty who work together to conduct focused classroom research in order to improve teaching, student services, and/or student success.

The goals of FIGs include:

- Creating a culture of collaboration
- Strengthening teaching through inquiry and research
- Improving faculty understanding of student learning

After our proposal was approved, we sent out a request for proposals to all faculty members via a COMall email and information sheets in all faculty mailboxes, and we held two information sessions to answer questions and offer guidance to the FIG process. We received wide-spread interest across campus and ended up having eight FIGs with 24 faculty participants in disciplines including College Skills, English, humanities, math, and science, along with librarians and counselors. On Thursday, Dec. 12, we held a FIG symposium that was open to all during which each group presented its findings. Dr. Coon attended the forum, and we appreciated his support and enthusiasm for the project.

Fall 2013 FIG Participants

1.	Sarah Frye – Library Dave Patterson – Library Laurie Ordin – Math John Erdman – Library	Inquiry Question Does access to course textbooks impact student success in MATH 103?
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2.	Patricia Seery - NC ESL Cheo Massion - NC ESL Marti Sukoski- NC ESL Phyllis Johnson - NC ESL Luz Moreno – Counseling	Inquiry Question At the end of each semester, non-credit ESL instructors, based on the results of the non-credit ESL Level 40 promotion test, recommend students for ESL credit classes. Why is it that so many non-credit ESL students do not make the transition to the ESL credit classes?
3.	Rebecca Beal - Credit ESL Jeff Cady - Credit ESL Karen Robinson - Counseling	Inquiry Question What challenges do credit ESL students face when moving from noncredit ESL to credit ESL, and how can the ESL department improve these steps for students? As an ongoing part of this inquiry, we would like to gather information from departments such as Counseling, Admissions, ESL lab, and other relevant departments. This inquiry can continue into spring 2014.
4.	Nancy Willet – Business Christine Li – Business Ross Goodwin – Business Norm Pacula – Business	Inquiry Question How does the Business Department clear the pathway for success for students that declare Business as their major and plan to transfer to a four year college. How do we get students on the proper class track, keep them there long enough yet move them along – and not let them spend too much precious time and financial aid money “swirling in a vortex.”
5.	John Marmysz - English/Philosophy John Erdmann – Library	Inquiry question We would like to explore student attitudes toward the current College of Marin Technology Use Policy in order to assure that student needs and concerns are represented in the upcoming revision of that policy.
6.	Lucas Drisdell – College Skills Booh Edouardo – College Skills	Inquiry question How do DSPS students experience basic skills and transfer level classes and what can I, as an instructor, do to help?

7.	Gina Cullen – Counseling Cara Kreit – English Karen Koenig – College Skills	Inquiry question What do College of Marin students need to know to be most successful during their first semester in college?
8.	Fernando AgudeloSilva – Biology - Earth and Life Science / Environ. Landscape Maula Allen – Math	Inquiry question Would a “just in time” math intervention presentation with worksheets on using proportions in lab samples and population lab exercises for Biology 110L students be successful in improving student performance

We believe that the project met all of its goals, and the level of enthusiasm and support exceeded our expectations. Several of the groups said that the FIGs gave them a forum to explore ideas with colleagues that they had previously not had and increased their sense of community at COM. We hope that we will be able to continue this project in the spring semester and that we will have new and continuing projects.

Expense:

8 group leaders @ \$200	= \$1,600
16 team members @ \$150	= \$2,400
Stipend for Cara Kreit 15 hrs. @ \$63.61	= \$ 954.15
Food for symposium	= 40
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Total cost:	= \$4,994.15

Respectfully submitted by:

Beth Patel

Date

Cara Kreit

Date