

		<p>would not have to incur the great expense of buying a textbook. Mr. Farriss agreed to use an older edition of the math textbook, and during the spring, the librarians, with a grant from ASCOM, purchased old editions of the math textbook at a cost of \$5-10/ book. About 40 textbooks were passed out on the first day of class and will be returned at the end of the course. Because of the high cost of new math textbooks, some students would not purchase a textbook, or they would not be able to afford one right away. By providing each student a textbook on the first day of class, this program will help eliminate one of the obstacles to student success.</p>
<p>2.</p>	<p>Gina Cullen – Counseling Cara Kreit – English Karen Koenig – College Skills</p>	<p>Inquiry question What do College of Marin students need to know to be most successful during their first semester in college?</p> <p>Update The work of this FIG has led to the creation of a pilot First Year Experience program this fall that is being funded by BSI. The project will provide an English\counseling learning community experience beginning with English 92 and English 98 students in the fall and continuing to English 120 students in the spring. This program involves Caitlin Escobar teaching Counseling 110 and 115, Kristin Perrone teaching Counseling 125 and 110, Karen Koenig teaching English 92 and 98, Cara Kreit teaching English 120, and Gina Cullen project leader.</p>
<p>3.</p>	<p>Patricia Seery - NC ESL Cheo Massion - NC ESL Marti Sukoski- NC ESL Phyllis Johnson - NC ESL Luz Moreno – Counseling</p>	<p>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?</p>

<p>4.</p>	<p>Rebecca Beal - Credit ESL Jeff Cady - Credit ESL Karen Robinson - Counseling</p>	<p>Inquiry Question</p> <p>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.</p> <p>Update</p> <p>At the end of the fall semester, the two ESL FIGs gathered and shared their findings about non-credit ESL students and the move from non-credit to credit classes. The groups took their findings to the ESL department and created an action plan to increase awareness about the credit ESL program and to encourage students to make the move to credit courses. The department held two mixers – one daytime and one evening - in the ESL lab and invited non-credit Level 40 classes and credit classes to attend. During the mixers credit students shared information about the program, and non-credit students were able to ask questions and learn about the application process. ASCOM provided funding for food (pizza at night and muffins in the morning), and there were raffle prizes. Members of the department are now trying to gather information about students who moved from non-credit to credit courses this semester and to track levels.</p> <p>In a second project that came out of the FIG, a number of credit ESL students were interviewed about their experience in the credit program. A short video has been made that can be used to show students in the non-credit program.</p>
<p>5.</p>	<p>Nancy Willet – Business Christine Li – Business Ross Goodwin – Business</p>	<p>Inquiry Question</p> <p>How does the Business Department clear the pathway for success for students that declare Business as their major and plan to transfer to</p>