Final Report: Biology/Math FIG - Fall 2013

Group Members:	F. Agudelo-Silva: Biology Department and Env. Lands. Dept. Maula Allen: Mathematics Department.
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?
Brief description of inquiry method:	Students who were taking Bio110L, Biology Laboratory, rated the level of difficulty of the "exercise in sampling" they currently do. Then M. Allen demonstrated a new exercise in sampling we developed for this Fig. Students conducted the exercise and rated its level of difficulty understanding it and performing it. We compared the results of the two surveys and we found out that the new exercise we developed significantly improve the students' learning.
Brief, bulleted description of key findings:	-Students felt confident that they understood the exercise -Students confidently performed the exercise in the laboratory - The new exercise developed was better that the currently exercise students perform in the biology laboratory. -We believe improving students sense of success with this exercise creates a positive learning experience for the students and will increase their rate of success in the laboratory.
Application: How will this inform your work in the upcoming semesters?	-We will apply the results of this project to improve other laboratories exercises in other classes that include sampling exercises, such as biology 112B and Biology 162. -We will develop another fig to continue to develop teaching material generated by faculty from the Biology Department and Mathematics.

Final Report: FIGs Fall 2013

Group Members:	Nancy Willet Norm Pacula Ross Goodwin Christine Li
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 4-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?"
Brief description of inquiry method:	1. Business Student Experience Survey (10 questions) e-mailed to COM students. 2. No. of surveys sent: approx **375** [to the following classes: **BUS 101**: 131, **BUS 107**: 36, **BUS 144**: 26, **BUS 124**: 20, **BUS 131**: 20, **BUS 137**: 20, **BUS 112**: 45, **BUS 113**: 24, **ECON 102**: 35, **STAT 115**:18] 3. No. of surveys returned: <u>64</u> (17%)
Brief, bulleted description of key findings:	**Survey Results**: • **<u>30%</u>** of students plan to transfer to 4-year college w/BUAT-AS-T degree • **<u>47%</u>** of students plan to transfer/obtain some other AA/AS degree. • 32% of students have taken classes at COM for more than 4 semesters. • **<u>88%</u>** of students have visited with a Counselor, BUT ONLY **<u>62%</u>** of students saw a Counselor this semester. • **<u>53%</u>** of students discussed transferring to a 4-year college with Counselor. • **<u>77%</u>** of students talked about planning out courses with Counselor. • **<u>73 %</u>** of students have NEVER visited the COM Transfer Center. **Student Comments:** "Not knowing what classes to take to properly transfer." "Students stumble through and design their own schedule." "College should provide sample of well-balanced class schedule to business students during entrance to COM." "Confused by DegreeWorks, www.assist.org; IGETC, CSU GE-BREADTH." "Inconsistencies between COM catalogue and website."
Application: How will this inform your work in the upcoming semesters?	BUS DEPT now offers only one Associate degree: **<u>BUAT-AS-T.</u>** The SB 1440 – "Degree with a Guarantee" guarantees CCC students priority admission w/ junior status to local area CSU (i.e. SF State, Sonoma & East Bay). Program: 60 credits at COM (2 yrs & AS-T) + 60 credits at CSU (2 yrs) = BS/BA. Tuition cost: less than $20,000 for ALL 4 years. BUS DEPT needs to disseminate this information to faculty, students (prospective and current), counselors, COM Outreach, COM website, press & social media. Students need to know about and take advantage of this Golden State opportunity. BUS DEPT is in the process of developing **BUAT-AS-T Course Sequence** showing Business students specific courses to take each semester during Freshman and Sophomore years so there is no problem with CSU articulation. BUS DEPT is re-launching the **Business Club** and possible **College Cohort Program** to help like-minded Business students navigate the system succinctly, economically and successfully. BUS DEPT will guage student success by increasing number of **<u>BUAT- AS-T</u>** graduates.

Group Members:	John Marmysz John Erdmann
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.
Brief description of inquiry method:	John Erdmann and John Marmysz will construct a questionnaire to be administered to the students in John Marmysz's Philosophy 111: Introduction to Ethics. In addition, John M. will incorporate this topic into course lectures and the midterm assignment. The questionnaire and class discussions will probe student attitudes concerning academic freedom, research needs and privacy concerns in light of traditional ethical theories.
Brief, bulleted description of key findings:	• Overwhelming number were unaware of IT policy. • Vast majority support restrictions limited to illegal activity. • Majority report less offended by racism, sexism and homophobia than by sexual acts, violence, etc. • Respondents were split on issues of privacy and filtering. • Majority think censorship is **not** appropriate in a college environment. • Vast majority believe that any material, even "pornography," could be the topic of legitimate research.
Application: How will this inform your work in the upcoming semesters?	• More publicity for the Technology Use Policy: posted in library; splash screen at log in; on desk top; etc. • Update policy to reflect current campus culture, student values, and best practices. • Limit restrictions to clearly illegal material and activity; e.g. copyright infringement, child pornography. • Solicit **informed** student feedback on an ongoing basis

Final Report: Counseling FIG - Fall 2013

Group Members:	Gina Cullen (Leader) Karen Koenig Cara Kreit
Inquiry Question:	What do College of Marin students need to know to be most successful during their first semester in college?
Brief description of inquiry method:	<u>Inquiry Method #1</u>: A focus group with 19 students from English 120 and English 150 classes who had all been at COM for at least a semester <u>Inquiry Method #2</u>: A group of 11 students from English 92 and 15 students from English 98 participated in a short discussion and completed a written survey.
Brief, bulleted description of key findings:	- Students are interested in activities that build school community - Moodle is very helpful and students wish more teachers used it - The majority of all participating students plan to transfer - At transfer level, students are very interested in receiving counseling information but perhaps not in class format - The majority of students said the most difficult things about starting their first semester were finding their way around campus and time management. - Of the 36 English 92 and 98 students surveyed, only 6 had participated in orientation. Many who did not said they were not aware COM offered orientations. Those who attended said they found campus information and future planning most helpful. - The majority English 92 and 98 said they would have liked to take an English-linked 3-unit study skills/college success course during their first semester, saying it could help with study habits, time management, test-taking, and awareness of services. - Most students said the campus services they found helpful were counseling, English Lab, athletics, Tutoring, EOPS, and library. Some English 120 and 150 students requested extended evening and Saturday hours for the library. - Most students have seen a counselor to plan their future, but some of those who did not have had to drop classes. Of the students who had not seen a counselor, most stated they were not aware it was available or did not know how to make an appointment.

Application: How will this inform your work in the upcoming semesters?	The counseling department needs to improve outreach and communication about orientation and counseling appointments. Students like peer study groups and labs. Encourage and support them in creating study group, going to labs and accessing peer tutoring. Students also appreciate introductions to Moodle, the library and other campus services in class. Consider offering extra credit for participating in campus events and activities such as plays, transfer day, sporting events, etc. Encourage students to join a club on campus to build their sense of community. Discuss and research the possibility of offering a Counseling class linked to an English 92 and 98 for Fall 2014. Share the feedback regarding student stress around maps and signage with appropriate staff.

Group Members:	Rebecca Beal (team leader) College Skills, 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?
Brief description of inquiry method:	We recruited students to participate in focus groups. The recruited students had recently made the transition from noncredit to credit ESL. Students were provided with a paper list of questions to respond to, and then participated in an instructor (Jeff Cady) facilitated discussion.
Brief, bulleted description of key findings:	Student Responses: •Quite favorable •Felt that level 40 had prepared them well •Commented on the commitment required for credit •Suggested more quizzes be given in level 40 to prepare them for credit •Did not report problems with campus support services •Commented that financial issues are a concern for many students
Application: How will this inform your work in the upcoming semesters?	Student Recommendations: •More practice in quiz taking in level 40 •Panel of students who have made this transition to speak to level 40 students •Explore ways to help students with financial challenges Faculty Ideas •Develop a student ambassador program – Students in credit classes to talk with level 40 classes about the reality of credit ESL •Have credit teachers give a brief lesson to level 40 classes for students to see that the difficulty of the material is manageable. • Have an open-house "mixer" for students and faculty from credit to talk and socialize with noncredit students. Please note that the Credit ESL FIG and the Noncredit ESL FIG have already met to discuss how to move forward. Initial ideas include: •Ways to address the "fear factor" of noncredit students; • Hold 1-2 social events • Set up student ambassador program;

	• Pilot a "group application" process; • Have credit teachers provide guest mini-lessons to noncredit students; • Allow noncredit students to sit in on a credit class for a session.

Final Report: FIGs Fall 2013

Final Report - MATH 103 FIG - Fall 2013

Group Members:	Sarah Frye, Dave Patterson, John Erdmann, Laurie Ordin
Inquiry Question:	Does access to course textbooks impact student success in MATH 103?
Brief description of inquiry method:	John Erdmann, Dave Patterson, and Sarah Frye collaborated with Laurie Ordin's MATH 103 courses to collect feedback regarding MATH 103 textbook affordability and accessibility via a paper survey. The survey included 9 questions and was designed to take 5-10 minutes to complete. Laurie administered the survey to her students during a class period in early November. Additionally, the librarians conducted 10-minute interviews with individual students to get more detailed perspective on the question.
Brief, bulleted description of key findings:	1. We asked students to indicate how they currently access the course textbook for MATH 103. (Students were asked to check all responses that apply, which accounts for the sum being 109% rather than 100%). · 46% - Bought new book · 27% - Bought used book · 19% - Bought used book online · 3% - Rented a book · 0% - Used Math Lab/Library's book · 14% - Other 2. We asked about students' awareness of library's textbooks on reserve: · 76% - Knew the library had textbooks · 49% - Knew the library had their specific math book · 24% - Used library's textbooks on reserve for other classes 3. We asked students to rate the following statements on a scale of 1 to 5, with 1 being no impact and 5 being significant impact: · To what degree does the price of the textbook impact your ability to obtain a copy? **Average response 3.7 / 5** · To what degree does access to the textbook impact your ability to be successful in this class**? Average response 4.2 / 5** · If the Library could provide you with a free copy of an older edition of the textbook (which your professor has agreed to use) for personal use over the entire semester, what impact would you expect it to make on your success in this course? **Average response 4.5 / 5**

	4. Additionally, we collected comments and suggestions from students regarding the textbook for MATH 103: · "The cost is prohibitive, even used." · "If I did not have some good parents, I would not be able to aford [*sic*] the books." · "Sometimes [I use the library's textbooks], but I can't be in the library all day!!" · "Assuming there haven't been any major breakthroughs in algebra since the last edition, having a new text every couple years just fosters confusion."
Application: How will this inform your work in the upcoming semesters?	The survey results support what our team suspected, that access to course textbooks does impact student success in MATH 103. Based on this information, we will proceed with planning a pilot program in which the Library will purchase older editions of the MATH 103 text to rent to students in one section of Laurie Ordin's MATH 103 course for the entire semester. We anticipate that we will launch the pilot program during fall 2014.

Final Report: Non-Credit FIG - Fall 2013

Group Members:	Patricia Seery Marti Sukoski Cheo Massion Phyllis Johnson Luz Moreno
Inquiry Question:	•What do you think are <u>the differences</u> between a noncredit ESL class and a credit ESL class? •Discuss in your group <u>all the reasons why</u> noncredit ESL students do not choose to transfer to credit ESL classes even when their noncredit level 40 teachers say that they are ready. These reasons may be personal reasons or school-related reasons.
Brief description of inquiry method:	•Students were divided into small groups of 3 or 4 people •The two questions were presented separately •Each group selected a facilitator and note-taker •The note takers presented their discussions to the class •Teacher took additional notes as needed •Notes were turned in to the teacher
Brief, bulleted description of key findings:	•NC ESL students don't know what a credit ESL class is •NC ESL students don't know why they should take a credit ESL class • Fear: Credit classes are too fast-paced and difficult; time commitment; more responsibility; not sure that they are ready; permanent record (transcripts) •Good writing is required for credit •Money •Credit classes are not offered on weekends or at IVC •Credit classes are not as flexible as Non-credit classes
Application: How will this inform your work in the upcoming semesters?	Next Steps: •L30/L40 noncredit students – 'educate' them about what credit ESL is and can do for them, including financial parameters •Arrange for group sessions with counselor, admissions person, and ESL instructor/s to fill out "application for admission" to COM •Raise money for scholarships or identify existing funding •NC ESL teachers collaborate more with credit ESL teachers