

El Camino College
Mathematical Sciences Division

Division Council
Tuesday, February 10, 2015

Agenda

1. Fall 2015 Schedule
2. Sample Syllabi
3. Division Hiring
4. Division Plans
5. Presidential Scholars

EL CAMINO COLLEGE
MATHEMATICAL SCIENCES DIVISION COUNCIL
February 10, 2015

Present: Jill Evensizer, Junko Forbes, Greg Fry, Vishi Gupta, Arturo Hernandez, Linda Ho, Anna Hockman, Lars Kjeseth, Marta Maaza, Ashod Minasian, Jackie Sims, Susan Taylor, Paul Yun

FALL 2015 SCHEDULE

J. Sims is finalizing the fall 2015 schedule.

An additional Math 220 section was added because of a recommendation from CMI.

Four additional Math 150 sections were added to the schedule.

An additional Math 67 section was added.

CS 12 was added and will be offered as a hybrid course.

An additional CS 16 was added. Enrollment will be monitored as this class was reactivated a year ago.

One section of CS 30 was added.

There has been a push to increase online and hybrid offerings so we've almost tripled the amount compared to last fall. The Math Department has tried fully online classes and the success rates weren't favorable so it was decided that hybrid classes were more appropriate. A. Hockman and the Distance Ed Committee will revisit the idea of fully online classes and put together a proposal for the department. The benefit of fully online classes is that they offer more flexibility to enroll more students. Input/recommendations for distance ed courses should be sent to A. Hockman.

It was recommended that more sections of transfer level courses be offered and fewer sections of non-transferable courses. J. Sims pointed out that there was more demand for non-transfer level courses.

In preparation for growth, we will look at enrollment patterns and make adjustments as needed.

The Math division should take advantage of the state mandate that every student must have an education plan in place. This will help predict where the demand will be.

According to the SSSP Plan, students will receive priority enrollment if they complete assessment, orientation and their education plan by a specific deadline.

Full-time fall 2015 assignments will be available by the middle of next week.

SAMPLE SYLLABI

A syllabus is collected for every course each semester and saved on the portal.

Sample syllabi are needed for each course and textbook. Committees can look up syllabi on the portal and use that as a sample.

L. Ho recommended having a Course Coordinator for each course, which would be a full-time instructor that is informed of everything that needs to be covered. Generally, the SLO Coordinator is the Course Coordinator. The Course Coordinator should submit the sample syllabi for each course.

It was recommended that a formal “welcome packet” for new hires be created. It should include all division and school information (i.e. where to get material, copy center hours, etc.)

DIVISION HIRING

The Math Hiring Committee is reviewing applications for the two full-time math instructor positions.

There is one full-time Computer Science instructor position open. The hiring committee is deciding on the final interview dates for this position.

The Associate Dean position has been posted. J. Sims is organizing the hiring committee.

DIVISION PLANS

A copy of the recommendations from all program reviews were emailed.

TracDat will be used for division planning. In this new system, program review is essentially the program plan.

There are a few unit plans J. Sims will add including faculty laptop upgrades, a dedicated technician for the department, two additional computer labs using existing classrooms, additional calculators for instructors and the library loan program and dependable wireless networks. J. Sims will also include consistent recommendations that have not been funded in the past.

J. Sims will email the surveys on the computer lab usage. Survey recommendations can be sent directly to J. Sims.

Unit plans are due on 2/13/15.

PRESIDENTIAL SCHOLARS

The Awards Committee oversees the Presidential Scholar and Academic Achievement Award. J. Sims will discuss the details with the committee.

7. Prioritized Recommendations

Recommendation 2012A: (Increase Course Offerings) It is recommended that Math 210 be offered in both the Fall and the Spring Semesters on a permanent basis. Also, it is recommended that at least two additional section of Math 170, 180, and 190 and at least one additional section of Math 191, 220 and 270 be added to the schedule each semester. Also, a significant increase in the number of Math 80 sections offered is recommended (Curriculum) (\$8,000-\$13,000 each)

Recommendation 2012B: (Faculty Hiring) It is recommended that four more Full-Time tenure track professors be hired beyond our present count of forty. It is further recommended that CM1 courses be taught by full-time instructors only. (Staffing) (\$90,000 per hire)

Recommendation 2012C: (Technology) It is recommended that a long-range, sustainable plan to purchase and use the most up-to-date version of the software and hardware used in the courses in this program be implemented and that newer technologies are investigated for possible introduction to the General Education Mathematics Program. Additionally classroom sets of graphing calculators and scientific calculators should be purchased. (see Facilities and Technology section for cost breakdowns)

Recommendation 2012D: (Facilities) It is recommended that funding be provided for an expanded tutoring center. Perhaps some instructor office hours could take place in the tutoring center. Computers and a reserve desk, stocked with textbooks and calculators, should be added. (see Facilities and Technology section for cost breakdowns):

Recommendation 2012E: It is recommended that SI sections be funded for CM1 courses and that funding be increased for MESA workshops. (cost \$1500 per section)

Recommendation 2012F: It is recommended that funding be increased for conferences and professional development.

Recommendation 2012G: (SLOs) It is recommended that we work to increase participation of faculty, both full time and part time, in the administration, reporting and analysis of SLOs. Additionally, we should continue to develop and review the SLO statements and assessments and update relevant course outlines on a regular basis. (cost is \$0)

IX. Prioritized Recommendations

RECOMMENDATION 2014 #1 (Reinstate the Teacher Education Program [TEP]): We recommend that the college reinstate the Teacher Education Program (TEP) to provide a forum for college students who plan to be classroom teachers to gather with their peers, receive accurate information, meet with professionals who can guide them in their chosen career, and counsel them to take the most optimal path to transfer.

Fiscal Impact of this Recommendation: We anticipate that the cost to the College is \$50,000 per calendar year.

RECOMMENDATION 2014 #2 (Coordination Among Deans, Instructional Faculty, and Counselors): We recommend increasing the coordination among deans, faculty and counselors to ensure that students taking courses for pre-service teachers receive accurate and current information about their major, transfer institutions, and state requirements. Courses taken by college students who plan to be teachers span the campus and every effort should be made to schedule these classes on days and times where there are no overlaps. In particular, many of the required courses are only taught once per semester (e.g. Math 115 and Math 116) so to best serve our students, deans, faculty, and counselors should schedule these offerings at times that do not coincide or overlap.

Fiscal Impact of this Recommendation: There is no cost to the College or Division for this recommendation.

RECOMMENDATION 2014 #3 (An Increase in the Completion Rate of the Three Course Series): We recommend that there be an increase in the number of students completing the three course series (Math 110, Math 115, Math 116).

Fiscal Impact of this Recommendation: There is no cost to the College or Division for this recommendation.

RECOMMENDATION 2014 #4 (Dedicated Classroom): We recommend that Math 110, Math 115, and Math 116 are offered in MBA 103. (Facilities)

Fiscal Impact of this Recommendation: There is no cost to the College or Division for this recommendation.

RECOMMENDATION 2014 #5 (Updated Software): We recommend designing a long-range, sustainable plan to purchase and use current versions of the required software for the Math for Teachers courses. (Technology)

Fiscal Impact of this Recommendation: We anticipate updating software used in the Math for Teachers courses will cost \$5000 every three to four years.

RECOMMENDATION 2014 #6 (SLO Data Collection): We recommend that instructors of Math 110, Math 115, and Math 116 collect attendance data with the SLO data and analyze this to establish a connection between good attendance and good SLO results.

Fiscal Impact of this Recommendation: There is no cost to the College or Division for this recommendation.

9. Prioritized Recommendations

a) Prioritized recommendations and needs of your program/department

	Recommendation	Estimated Cost
1	Reactivate and offer the Electric Circuits course	\$0 to reactivate; \$6000 to cover the cost of a PT math instructor to cover the class that would have been taught by the FT engineering instructor.
2	Add Engineering as a FSA for the interested and qualified instructor	\$0
3	Investigate the demand for a section of Engr 9 in the Fall Semester, and offer it if warranted	\$0 to investigate; \$6000 to cover the cost of a PT math instructor to cover the class that would have been taught by the FT engineering instructor.
4	Hire tutors capable of tutoring the Statics and Electric Circuits courses	Uncertain of the cost. If the tutors also tutor math in the Math Study Center, then the cost would be minimal. (The Math Study Center generates FTES.) 5 hours of tutoring per week per semester would be 160 hours of tutoring per academic year. If outside tutors were hired and paid \$50 - \$100 per hour, that would be \$8000 - \$16,000.
5	Hire a math instructor who can also teach engineering	\$0 (!) This assumes that a math instructor is being hired and the cost is included in the budget for that department.

b) Explanation of prioritization

- Activating the Electrical Circuits and Science of Materials courses is vital to the expansion of the Pre-Engineering Program and would assist our students in transferring.
- Similarly, offering an extra section of Engr 9 (if the demand exists) would help more students prepare for transfer.
- If the Electrical Circuits course is to be offered (our first priority), it will need an instructor, so adding Engineering to the FSA of an existing, qualified, instructor will be useful. Additionally, it doesn't cost anything other than a bit of time.
- As our program grows (through the addition of courses and sections, priorities 1 and 2), the need for tutoring will increase and it will not be possible to ignore this need.
- The existence of more than one or two engineering instructors will give us needed flexibility in the program. Currently, there is only one instructor willing to teach Engr 9. There is no one to substitute if necessary or to take over the entire course if the present instructor were to need a break from it. Additional engineering instructors will provide invaluable expertise, insight and assistance as we expand our program to fulfill the needs of our students.

CS

IX. Prioritized Recommendations

Status of Previous Recommendations from 2008

Recommendation 1: Develop new courses, or revitalize existing curriculum to cover newer technologies that are of interest to employers and our students. **Status:** CSCI 12, and online hybrid class was created. Budget constraints have limited the introduction of other new courses.

Recommendation 2: Obtain training for existing staff on newer hardware and software platforms that will form the basis of our newer courses. **Status:** No funding and no inspiration due to course offerings being scaled back to being barely on life-support.

Recommendation 3: Continue to adhere to the three year cycle of upgrading the resources within our computer labs. **Status:** We got a new computer lab when we moved into the MBA building in January 2013, however we lost half of our lab space since we dropped from two labs to one lab.

Recommendation 4: Work to articulate El Camino Colleges Computer Science classes with the CSU, UC and other private universities. **Status:** All active CS courses are transferable and articulate.

Prioritized Recommendations for 2013 and Beyond

Recommendation 2013-A: (Increase Course Offerings) It is recommended that we increase our course offerings to keep up with demand. We should increase our offerings of CSCI-1 to 6 sections each semester. We should have 2 sections of CSCI-2 and CSCI-3 each semester. Sections of later courses should be offered more often, some courses should be reactivated, and the development of new courses focusing on new trends in programming be supported.

Recommendation 2013-B: (Faculty Hiring) It is recommended that a full-time Computer Science faculty and/or a hybrid Math/CS faculty be hired. Also, a search for part-time faculty capable of teaching the CS curriculum is desirable.

Recommendation 2013-C: (MESA Workshops and Tutoring) It is recommended that a MESA workshop and facilitator be created for CSCI-1 for the Spring 2014 semester. MESA workshops for CSCI-2 and CSCI-3 would also be desirable by Fall 2014. Fund more hours for the Computer Science tutor.

Recommendation 2013-D: (Technology)

- 1) We need the latest version of Visual Studio which will soon be 2014. Cost for VS Professional with MSDN is approximately \$4700 (\$800 (1st copy) + 50 per machine site license = 50*78 = 3900). Note that the licensing fee would be yearly.
- 2) To provide a productive Unix/Linux environment (alternative operating systems) we would need a webhosting site to allow students to have both on and off campus access to their accounts. Our IT dept has vetoed allowing students to login to accounts running on campus hosts for security reasons. The cost for such a site would be \$10-\$15 per month. (\$180 per year). For on campus access, replacing equipment costs \$2740.
- 3) It is recommended that budgeting be made available to allow faculty to explore newer technologies in order to meet student demand for courses that allow software development for those newer technologies. An example would be the purchase of iPads, at a cost of \$600 to \$800 each (total \$3,600 to \$4,800), for faculty with the intent of being able to fully explore the development of apps for such technology, and finally the ability to offer a course in that software development to our students.

In summary, the total here will be approximately \$22,180 (\$4,700 * 3 + \$180 * 3 + \$2740 + \$4,800 = \$22,180), assuming a three year period.

Recommendation 2013-E: (Curriculum) Establish an AS-T Degree for Computer Science. This has already been presented at the College Curriculum Committee. The current status of the degree is being reviewed at the Chancellor's office level.

10. Prioritized Recommendations

a. Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 1-9). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.

Recommendation	Cost	Strategic Initiative
<p>1. The General Education Mathematics Program highly recommends creating a one-semester Business Calculus Course to make it easier for those students who transfer to CSUs. This will reduce the number of units required for most Business majors from 7 units to 5 units. Since we typically offer 11 sections of Math 160 (4-units ~ \$10,500) and 3 to 4 sections of Math 161 (3-units ~ \$8,000) per year, our current cost is either \$139,500 or \$147,500. If we do eliminate Math 161 and increase Math 160 from 4 to 5 units, our projected cost of offering 11 sections of a 5-unit Math 160 is \$143,000. This would result in either an increase of \$3,500 or a decrease of \$4,500 per academic year.</p> <p><i>From Sections 3, 5, and 9 of Program Review</i></p>	<p>An increase of \$3,500 or a decrease of \$4,500 per academic year</p>	<p>A, B, E, C, D</p>
<p>2. We also recommend that faculty computer laptops be replaced by Spring 2015 to keep up with classroom technology.</p> <p><i>From Sections 6 and 7 of Program Review</i></p>	<p>\$1,500 per new laptop for FT faculty</p>	<p>A, F, G</p>
<p>3. Hire a full-time technician to supervise and maintain all of the technological equipment in the classrooms, labs and faculty workrooms in MBA. Depending on education and experience, the annual salary including benefits is approximately \$80,000.</p> <p><i>From Section 8 of Program Review</i></p>	<p>Annual salary is \$80,000</p>	<p>A, B, F</p>
<p>4. The General Education Mathematics Program recommends that the College provide students and faculty the bare necessities, such as: Classrooms: erasers, pencil sharpeners, emergency landline phones Common areas: printers, scanners, clocks, pencil sharpeners, dry erasers</p> <p><i>From Section 6 of Program Review</i></p>	<p>Total estimated cost for classrooms is \$2,645 and for common areas is \$6,000</p>	<p>A, F</p>
<p>5. Increase number of sections of Math 150 by offering additional sections of evening, weekend, and/or hybrid classes, scheduling the dedicated classrooms efficiently, and offering more sections during the summer sessions. We can start by offering 50 sections per year and then increase (or decrease) as necessary. <i>From Sections 2 and 8 of Prog. Rev.</i></p>	<p>\$10,500 per additional Math 150 class</p>	<p>B, E, G</p>

<p>6. The statistics instructors would like to explore the Possibility of adding a lab component to our current Math 150 course. Since each section of this course requires a common set of manipulatives, technological equipment and statistical software, we recommend that Math 150 have three to four dedicated classrooms and schedule the times for Math 150 before scheduling other courses.</p> <p><i>From Sections 2, 3 and 6 of Program Review</i></p>	\$0	A,B,F
<p>7. Funding should be established to maintain existing equipment and purchase new equipment (document readers, laptops, computers) and software as needed, retain currency (license renewals of <i>Mathematica</i>, <i>Scientific Notebook</i>), and provide for new and innovative technologies (tablet PCs, SMART boards, InterWrite pads, clicker sets) in the classrooms, computer labs, tutoring center, and faculty offices.</p> <p><i>From Sections 6 and 7 of Program Review</i></p>	Estimated between \$150,000 and \$200,000	A, F, G
<p>8. Hire a full-time tutoring coordinator in our Math Study Center to plan, develop and coordinate a comprehensive tutoring program to support students and student success in the Mathematical Sciences Division. Depending on education and experience, the annual salary including benefits is approximately \$90,000.</p> <p><i>From Section 8 of Program Review</i></p>	Annual salary estimated to be \$90,000	A, B, C, E, F
<p>9. We recommend hiring 5 full-time faculty in the next 4 years to teach Statistics (Math 150) and College Algebra (Math 130) to accommodate increasing enrollment in Mathematics 150, to improve the low success rates in Math 130, and for students who attend summer sessions. The average cost of hiring a full-time faculty member including the cost of health care and pension is approximately \$90,000/year.</p> <p><i>From Sections 8 and 9 of Program Review</i></p>	\$450,000 for hiring 5 full-time faculty including cost of health care and pension	A, B, E
<p>10. Renew the campus license of Minitab for Statistics classes.</p> <p><i>From Section 7 of Program Review</i></p>	\$3,500 per year	A, F
<p>11. We also recommend continuing to offer at least one section of Finite Mathematics every semester, as it satisfies the Transfer Model Curriculum Model for CSUs and General Education Requirements for UCs and other private colleges. In the past 4 years, we offered only one section per year but it always had robust enrollment with 35 to 36 students enrolled per section. We would like to increase slowly to 2 sections each semester, one in the morning and one during the afternoon or evening.</p> <p><i>From Sections 3, 5, and 9 of Program Review</i></p>	\$10,500 per additional Math 140 class	C, D, B, E

<p>12. Purchase four classroom sets of forty TI-84 graphing calculators for students in the General Education Mathematics Program.</p> <p><i>From Sections 2, 3, and 9 of Program Review</i></p>	<p>Estimated at \$19,200 to \$24,000</p>	<p>A, F</p>
<p>13. Funding for professional development workshops or conferences be provided to focus on using iPad technology in General Education Math Courses.</p> <p><i>From Section 7 of Program Review</i></p>	<p>Anywhere from \$3,000-\$5,000 per semester</p>	<p>A, C, F</p>
<p>14. Increase the number of sections of the other courses in the program and continue to add sections each semester as long as the fill rates warrant it.</p> <p><i>From Section 2 of Program Review</i></p>	<p>Approximately \$8,000/3-unit course, \$10,500/ 4-unit course, and \$13,000/ 5-unit course</p>	<p>A, B, D, E, F</p>
<p>15. In order for SLO assessment to become more meaningful, there needs to be more robust participation by the poorly compensated CM2 part-time faculty. If they were paid more, they would be stretched less thin and have more time that they could devote to constructing SLO assessment instruments, conducting assessments, analyzing data, and discussing improved teaching methods with their colleagues. It would be difficult to place a cost estimate on this recommendation, though a 5% salary increase for each of the next three years would certainly help.</p> <p><i>From Section 4 of Program Review</i></p>	<p>5% increase in salary for both full-time and part-time faculty</p>	<p>A, B, C, E</p>
<p>16. It is recommended that part-time faculty participate in TracDat training sessions. Though part-timers in CM2 will probably not be called upon to write SLO reports, by attending the sessions they will become more immersed in the SLO process and be provided opportunities to discuss SLO assessment with their colleagues. Since there are so many TracDat training sessions scheduled throughout the semester, it is possible that more PT instructors will have a chance to attend some of them.</p> <p><i>From Section 4 of Program Review</i></p>	<p>\$0</p>	<p>A, B, C, E</p>
<p>17. Another recommendation is to ask students where their stumbling block is located when they are learning a certain skill or concept. If based on an SLO assessment, the target success rate is far above what students actually learned, so the students themselves may be able to provide insight into the problems that they are having. This may be conducted as informally as a classroom discussion following an exam or more formally as a student survey, in which students explain their difficulties when being assessed for an SLO.</p> <p><i>From Section 4 of Program Review</i></p>	<p>\$0</p>	<p>A, B, C, E</p>

18. Dedicate additional lecture rooms in MBA exclusively for the Division of Mathematical Sciences. <i>Section 6 of Program Review</i>	\$0	B, E, F
19. Convert an existing office to a faculty library for storing references and teaching tools. <i>From Section 6 of Program Review</i>	\$0	B, E, F
20. Cancel the low-demand Eight-Week Mid-Semester Session, and replace it by either restoring the Winter Session or offering additional sections of the canceled courses at the start of the regular semester. <i>From Section 9 of Program Review</i>	Approximately \$8,000/3-unit course, \$10,500/ 4-unit course, and \$13,000/ 5-unit course	A, B, D E

b. Explain why the list is prioritized in this way.

The list above is prioritized based on a combination of frequency of the recommendations mentioned in the program review, cost estimates, immediate needs, and long-term needs. CM2 Committee met on September 4, 2015 and voted unanimously to approve this prioritized list. Please see College Mission and Strategic Initiatives on the next page which were used to match our recommendations.

IX. Recommendations

Recommendations are organized into five categories: Professional Development, Management, Staffing and Course Offerings, Instructional Support Services, and Placement and College Readiness.

Recommendation 2012A.1 (Professional Development – Classroom Observation Opportunities for BAM and GEA Instructors) During the expansion of the accelerated courses, offer compensated opportunities for fulltime and adjunct instructors interested in teaching BAM or GEA to observe current instructors in their classrooms and labs and attend weekly meetings.

Estimated cost per instructor: 3 hours/week for 12 weeks @ \$45.14/hr = \$1625.04

Estimated cost per semester: 4 instructors @ \$1625.04/instructor = \$6500.16

Total estimated cost per year for Recommendation 2012A.1: \$13,000.32

Possible source of funding: Title V Graduation Initiative

Recommendation 2012A.2 (Professional Development – Future Opportunities) In addition to continuing the Summer Institute for Developmental Education (SIDE), offer compensated workshop series every year, in which fulltime and adjunct instructors explore issues such as Culturally Responsive Teaching, peer teaching evaluations and mentoring, active learning methods and effective group work management.

Estimated cost per participant per workshop series: 4 hours @ \$45.14/hr = \$180.56

Estimated cost per leader per workshop series: 8 hours @ \$60.18/hr = \$481.44

Estimated total cost per workshop series: 15 participants @ \$180.56 + 2 leaders @ \$481.44 = \$3671.28

Possible source of funding: BSI funds or Title V Graduation Initiative

Recommendation 2012B.1 (Management – Developmental Mathematics Program Coordinator) Assign a faculty coordinator or the associate dean to coordinate developmental mathematics. Duties may include assisting the dean with class schedules and teaching assignments; facilitating faculty collaboration; coordinating course reviews and program reviews; researching program effectiveness; supervising SLO assessments and reports; reviewing program technology and facility needs; organizing professional development; applying for external funding and managing grants.

Estimated cost: Use funds already budgeted for the approved position of associate dean

Recommendation 2012B.2 (Management – Course Coordinators) Provide reassigned time for a course coordinator for each developmental mathematics course with ten or more sections. Duties may include assisting instructors with course materials, student activities, and other resources, promoting professional development opportunities, coordinating faculty cohorts and shared office hours, managing course SLO assessments, conducting ongoing surveys of students and instructors, disseminating research results, and evaluating adjunct instructors.

Estimated cost per course coordinator: 10% to 16.5% reassignment per semester is approximately \$11,000 - \$18,150

Recommendation 2012C.1 (Staffing and Course Offerings – Growth and Study of BAM and GEA) Increase the number of sections of BAM (Mathematics 37) and GEA (Mathematics 67) through reducing sections of Mathematics 12, 23 and 73.

Replacing sections of Mathematics 12/23/73 with sections of Mathematics 37/67 does not involve explicit costs.

Recommendation 2012C.2 (Staffing and Course Offerings – Fulltime and Adjunct Instructor Recruitment) Hire full-time and adjunct faculty who are interested in and committed to serving developmental mathematics students.

Estimated cost: none

Recommendation 2012C.3 (Staffing and Course Offerings – Faculty Course Cohorts) Consider instructors' desire to form faculty course cohorts in scheduling and teaching assignments.

Estimated cost: none

Recommendation 2012D.1 (Instructional Support Services – Expand Supplemental Instruction Program) Increase the number of adjunct instructors teaching developmental mathematics courses with Supplemental Instruction.

Estimated cost per section of SI: \$1400.00

Recommendation 2012D.2 (Instructional Support Services – Expand Counselor Intervention) Increase the number of sections offering Counselor Intervention to include all sections of Mathematics 12 and Mathematics 37.

Estimated cost per section of Counselor Intervention: \$1500.00

Recommendation 2012D.3 (Instructional Support Services – Equitable Student Access to Instructors) Provide offices for adjunct instructors and compensate them for one or two office hours per week.

Estimated cost per adjunct instructor: 16 - 32 hours per semester @ \$60.18/hr = \$962.88 - \$1925.76

Recommendation 2012D.4 (Instructional Support Services – Technological upgrade: Tablet PC or iPad) Provide instructors the option of choosing a tablet PC or iPad instead of a laptop for their primary computer.

Estimated cost: none

Recommendation 2012E.1 (Placement and College Readiness – Expand the Summer Math Academies) Expand the number of Summer Math Academies offered each summer.

Estimated cost per Summer Math Academy with 25 Students: \$6,500.00

Recommendation 2012E.2 (Placement and College Readiness – MyMathTest Preparation for Placement) Integrate MyMathTest Preparation into the matriculation process prior to taking the placement exam and require MyMathTest Preparation before retaking the placement exam.

Estimated cost: unclear

Recommendation 2012F.1 (Student Learning Outcome Assessments – Improve the Quality of Assessment Cycles) Create more comprehensive assessment instruments, involve more voices throughout the assessment process, and have more thorough follow-up on each assessment cycle.

Estimated cost: none

Prioritization of Recommendations:

Expanding the professional development opportunities and better managing the entire developmental mathematics program are our two greatest concerns (Recommendations A.1, A.2, B.1, B.2 and F.1). The next level (Recommendations D.3, C.1, D.1, D.2, C.3, E.1 and E.2) address our desire to provide effective placement services and equitable student access to curriculum that better serves the majority of our student. The remaining two recommendations would enhance the program overall.

1. **Recommendation 2012A.1** (Professional Development – Training Opportunities for BAM and GEA Instructors)
2. **Recommendation 2012A.2** (Professional Development – Future Training Opportunities)
3. **Recommendation 2012B.1** (Management – Developmental Mathematics Program Coordinator)
4. **Recommendation 2012B.2** (Management – Course Coordinators)
5. **Recommendation 2012F.1** (Student Learning Outcome Assessments – Improve the Quality of Assessment Cycles)
6. **Recommendation 2012D.3** (Instructional Support Services – Equitable Student Access to Instructors)
7. **Recommendation 2012C.1** (Staffing and Course Offerings – Growth and Study of BAM and GEA)
8. **Recommendation 2012D.1** (Instructional Support Services – Expand Supplemental Instruction Program)
9. **Recommendation 2012D.2** (Instructional Support Services – Expand Counselor Intervention)
10. **Recommendation 2012C.3** (Staffing and Course Offerings – Faculty Course Cohorts)
11. **Recommendation 2012E.1** (Placement and College Readiness – Expand the Summer Math Academies)
12. **Recommendation 2012E.2** (Placement and College Readiness – MyMathTest Preparation for Placement)
13. **Recommendation 2012C.2** (Staffing and Course Offerings – Fulltime and Adjunct Instructor Recruitment)
14. **Recommendation 2012D.4** (Instructional Support Services – Technological upgrade: Tablet PC or iPad)

Sims Jacquelyn

From: Lam, Karen
Sent: Monday, February 09, 2015 2:34 PM
To: Fitzsimons, Constance; Lew Thomas; Miranda, Gloria; Natividad Rory; Rapp, Virginia; Rodriguez, Stephanie; Shankweiler, Jean; Sims Jacquelyn; Perez, Barbara; Shrader, Daniel
Cc: Amezcua, Patricia; Ashcraft, Ann; Knapp, Beverly; Maaza, Marta; Olsen, Linda; Plum, Lavonne; Santiago, Mariam; Jones-Morrison, Jonelle; Wada, Helen; Kyte, Deborah; Lam, Karen
Subject: Presidential Scholar Award
Attachments: Presidential Scholar Notification.doc; Supplemental Questionnaire.pdf

Please note below are the instructions for selecting the Presidential Scholar award recipient for your division:

1. Each division dean should begin by convening a selection committee. Note: If you already have a selection committee in place for nominating academic achievement award recipients, you may use the same committee.
2. Students may not be given more than one Academic Award or Presidential Scholarship in the same academic year. If a student has received an academic award one year, he/she may be considered for a Presidential Scholar award in a different year.
3. The selection committee will nominate all candidates who meet the criteria for a Presidential Scholars award: a 3.7 GPA and 60 completed units at El Camino **by the end of the 2015 spring semester**. Each candidate must be eligible to graduate, and he/she must have a declared major.
4. Once the candidates have been nominated, each division dean will send the candidates a letter (see attached) to notify them of their nomination and to complete a supplemental questionnaire (see attached). Note: The date for this year's academic awards ceremony is **Wednesday, April 15, 2015**, and the date by which supplemental questionnaires must be returned is **March 16, 2015**.
5. After the supplemental questionnaires have been returned, division deans will once again need to convene their selection committee to nominate one candidate per division.
6. Divisions will notify nominees who were NOT selected for the Presidential Scholar. In the past, the Academic Affairs office received calls from some students asking if they were chosen to receive the award.
7. Once a final selection has been made, the selection committees will forward a copy of the award recipient's supplemental questionnaire to the Academic Affairs office by **March 25, 2015**. **NO EXCEPTIONS**. At this point, the President will send the award recipients a letter to inform them of their selection and invite them to the annual academic awards ceremony where they will each receive a certificate, an engraved medallion, and a \$2,000 scholarship.
8. Please confirm student has filed an intent to graduate Spring 2015. If no, student is not eligible for this award. Student is requested to attach an unofficial copy of his/her transcript. The Academic Affairs office will forward the name to Admissions to verify the student has met the graduation criteria.

A paragraph excerpt for each Presidential Scholar recipient will be included in the Academic Award & Presidential Scholar program. Please select a paragraph from the essay that your recipient submitted and forward this information to Karen Lam via email by **March 25, 2015**.

Thank you.

Date

Student Name
Street Address
City, CA Zip

Dear Mr. or Ms. _____:

On behalf of the ___ Division, I am pleased to inform you that you have been nominated to receive an El Camino College Presidential Scholars Program award for outstanding academic merit. Each of the College's eight academic divisions will be selecting one individual to receive this award. If you are selected as one of the eight award recipients, you will be honored with a scholarship, an engraved medallion and a customized award certificate at the College's annual awards ceremony which will be held on Wednesday, April 15, 2015.

To assist the selection committee in nominating eight finalists, you will need to complete the attached supplemental questionnaire and return it to our division by **March 16, 2015**.

If you have any questions concerning this award, please feel free to contact our division office at: (310) 660 - _____. Congratulations on your nomination and best wishes to you as you complete your studies here at El Camino College.

Sincerely,

Dean, _____ Division

enclosure



2015 Presidential Scholars and Academic Achievement Award Recipient Supplemental Questionnaire

Student: Please complete the supplemental questionnaire below:

Name: _____ Student ID #: _____ Division: _____

Mailing Address: _____
Number Street City Zip Code

Daytime Telephone Number: _____ Major: _____

What are your plans after graduation? (Academic or Employment): _____

Did you file an Intent to Graduate Spring 2015? Yes No *Deadline to file is February 13, 2015*

If no, you are **NOT** eligible for the Presidential Award, but may be eligible for the Academic Achievement Award. Eligibility requirements are available at your division.

- 1) In the space below, or on a separate sheet of paper, please describe your involvement in any community or club service activity or describe any barriers to educational achievement which you have successfully overcome.

- 2) On a separate sheet of paper, please write a one page double-spaced essay in which you respond to the following question: ***How has El Camino College influenced your life?***

Return this questionnaire and an unofficial copy of your transcript by **March 16, 2015** to:

Division: _____

Contact Person: _____

Email Address: _____

Note: Questionnaires received after the date posted above cannot be considered.

Survey on Computer Lab Resources

1. I am aware that there are computer labs where I can take my class to work on online activities and assignments.
 - a. Yes
 - b. No

2. I would use the lab more if there was an orientation to how the lab worked.
 - a. Yes
 - b. No

3. During Fall, 2014, I took my class to a computer lab the following amount of times
 - a. 0
 - b. 1-2
 - c. 3-5
 - d. 6-10
 - e. more than 10

4. During Fall, 2014, I was able to take my class to a computer lab whenever I needed
 - a. Yes
 - b. No
 - c. Did not need to use a computer lab

5. If available, I would prefer to take my class to a computer lab the following amount of times per semester
 - a. 1-2
 - b. 3-5
 - c. 6-10
 - d. more than 10