

Mathematics Department Meeting  
Thursday, October 1, 2015  
Agenda

1. Evaluations
2. Faculty Hiring Identification
3. Committee Updates
4. Gateways To Engineering
5. Summer 2016 Schedule
6. Student Equity Plan
7. Great Shake Out
8. Section Transfer Form
9. Math Challenge Exam
10. Assignment Scheduling Update
11. Net Tutor Presentation, Tuesday, October 6, 2015, 1:00 pm – 2:00 pm, MBA 319
12. Just in Time Workshop
13. Announcements

**EL CAMINO COLLEGE  
MATHEMATICAL SCIENCES DEPARTMENT MEETING  
OCTOBER 1, 2015**

**Present:** Eduardo Barajas, Michael Bateman, Lynn Beckett-Lemus, Bonnie Mercado, Susan Bickford, Carl Broderick, Susanne Bucher, Jeffrey Cohen, Diaa Eldanaf, Dominic Fanelli, Junko Forbes, Greg Fry, Milan Georgevich, Megan Granich, Hamza Hamza, Arturo Hernandez, Linda Ho, Anna Hockman, Judy Kasabian, Lars Kjeseth, Bob Lewis, Marta Maaza, Zach Marks, Alice Martinez, Art Martinez, Matthew Mata, Trudy Meyer, Ashod Minasian, Benjamin Mitchell, Eduardo Morales, Kaysa Moreno, Jasmine Ng, Kristine Numrich, Catherine Schult Roman, Greg Scott, Elizabeth Schwartz, Aban Seyedin, Arkadiy Sheynshteyn, Ambika Silva, Jacquelyn Sims, Susan Taylor, Lijun Wang, Paul Yun

**EVALUATIONS**

J. Sims and J. Forbes are reviewing the adjunct evaluations for spring 2015 for completion.

There has been a huge improvement in the self-evaluation reports.

For fall 2015 evaluations, the student evaluation packets will be placed in mailboxes of adjunct and tenured faculty by the end of the week. The self-evaluation report should be completed after faculty receive their student evaluation results. The Division Office staff will administer evaluations for probationary faculty.

Completed evaluation packets are due to the Division Office by 12/4/15 and can be submitted as early as possible after evaluation conference have been done.

**FACULTY HIRING IDENTIFICATION**

Carl Broderick will be the faculty representative for the campus-wide faculty position ID meeting.

The Math Division has asked for seven full-time positions: two for Computer Science and five for Mathematics. This was approved through the Computer Science Department meeting and Division Council.

The ratio of full-time to part-time faculty has declined even with recent hirings.

A part-time hiring committee will be explored. J. Forbes will put together a hiring committee to organize this.

**COMMITTEE UPDATES**

A summary of committee updates were provided in the packet.

The Math Division was the only division with 100% completion on SLOs and PLOs.

### **GATEWAYS TO ENGINEERING**

Gateways to Engineering began when the division was contacted to get more student on an engineering path. An accelerated pathway to Calculus was created to promote this.

This semester has the first cohort of students. 11 out of the 32 students are Engineering majors while the rest are other STEM majors.

Data will be collected and the students will be followed throughout the program.

This semester, Math 60 and 80 are being taught. Next semester, Math 170 and 180 will be taught.

### **SUMMER 2016 SCHEDULE**

The summer 2016 summer preference form was provided. The updated seniority list for summer will be posted in the mailroom. Submit preference forms to Marta Maaza by 10/9/15.

### **STUDENT EQUITY PLAN**

About a year ago, the California Legislature delegated money for student equity. A mandate was enforced to look at five success indicators: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer.

J. Sims recommended forming a committee to help contribute to the effort.

There is a significant gap in certain populations. African American and Pacific Islander students have a huge gap from the overall average success rate. Student Equity Plan (SEP) funds have been delegated to the Math Department to address these disparities.

There is an opportunity to better serve ECC students in a way that will decrease the gap.

J. Sims proposed offering learning communities, revamping the tutoring center with a full-time faculty member, offering more Summer Math Academies (SMA) and also increasing the amount of accelerated courses being offered. Some of these items cannot be funded through SEP because the money cannot be tied to apportionment.

J. Sims recommended seeking out specialists and expert speakers to see how the department can increase success rates.

During summer 2015, SMA classes were offered gearing towards the target population.

Currently, there are two learning communities taught by L. Kjeseth and G. Scott. These students were provided with textbooks and have access to review workshops. G. Scott's class also has SI support.

The Math Department is adding tutors to the Math 40 workshops. The department is also looking to hire more advanced tutors for the Math Study Center.

A recommendation was made to survey the target population. The department can partner with Institutional Research to figure out the best strategy.

It is also important that adjunct faculty are involved in this effort as they teach a majority of the Basic Skills level classes.

### **GREAT SHAKE OUT**

The Great Shakeout will be at 10:15am on 10/15/15.

There will be an exit on the south side facing Campus Police and the west side towards the Music building. The middle hallways will be closed.

There will be hallway monitors directing traffic. There will also be wheel chair stations on the 2<sup>nd</sup> and 3<sup>rd</sup> floor.

### **SECTION TRANSFER AGREEMENT FORM**

The Section Transfer Agreement Form was created because there have been issues regarding which grades transfer over during a section transfer.

The Section Transfer Agreement Form requires that each instructor identify what will be calculated into the grade. The second instructor can decide whether or not they want to use those scores. However, this decision must be made at the time the forms are signed.

Email Marta Maaza and Bonnie Mercado with any recommendation for the form.

“Overall grade” will be removed from the attendance section.

### **MATH CHALLENGE EXAM**

The Math Department is considering creating a Math 80 challenge exam for students that have taken Math 73 and would like to skip Math 80 and pursue the Business or STEM track.

Division Council and Committee D have reviewed the challenge exam.

Send recommendations to Junko Forbes. A copy of the exam will be sent to the department via email.

### **NET TUTOR PRESENTATION**

The NetTutor presentation will be on 10/6/15 from 1:00 pm – 2:00 pm in MBA 319.

## **ANNOUNCEMENTS**

B. Mitchell announced that the tutoring committee is looking for faculty to volunteer during the last two weeks of the semester to alleviate the pressure on the student tutors. B. Mitchell will send out a schedule. Flex credit will also be given to faculty that volunteer during non-office hours.

K. Numrich attended the Academic Technology Committee meeting on 9/29/15. New laptops may be provided by the spring semester. Each faculty will have a choice between a laptop and a tablet. There will be staff development training on what choice to make. There was also discussion about transitioning from Etudes to Canvas.

A.Hernandez provided an update on MESA. Over 200 applications were received. MESA will open to new applicants in the beginning of the spring semester during the first two weeks only. The structure of MESA has changed and people are giving positive feedback.

J. Sims congratulated Paul Yun as he will be presenting at NASA regarding the Mars landing. P. Yun will discuss where he believes the landing should be made.

M. Mata will present during the STEM Speaker Series on 10/7/15 at 4:00 p.m. in the Alondra Room.

Submit ballot forms regarding curriculum changes to Anna Hockman.



EL CAMINO COLLEGE  
Division of Mathematical Sciences

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**TO:** Dr. Jean Shankweiler

**FROM:** Jacquelyn Sims

**DATE:** September 24, 2015

**SUBJECT: FACULTY POSITION RANKING**

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Attached are the faculty identification forms for the Mathematical Sciences Division.

The following are the rankings for each position:

- 1 – Mathematics
- 2 – Computer Science
- 3 – Mathematics
- 4 – Mathematics
- 5 – Computer Science
- 6 – Mathematics
- 7 – Mathematics

If any additional information is necessary, please feel free to contact me at extension 3228

Thank you.

**EL CAMINO COLLEGE  
FACULTY POSITION IDENTIFICATION FORM  
2015-2016**

**Department Requesting Position: Mathematics**

**Number of Positions Requested: 5**

**Division: Mathematical Sciences**

**Division Ranking: 1, 3, 4, 6, 7**

**C. Additional Full-time/Part-time and FTEF Data for Department Requesting Position**

Academic areas, counseling, and the library should use faculty rosters and data from past contracts and faculty requests. Include FTEF for on-line courses. Counseling and library should base FTEF on a 40-hour workweek.

	Fall 2015	Fall 2014	Fall 2013
Number of Full-time Faculty (head count)	<u>40</u>	<u>39</u>	<u>40</u>
Number of Part-time Faculty (head count)	<u>75</u>	<u>76</u>	<u>67</u>
Total Faculty	<u>115</u>	<u>115</u>	<u>107</u>
Full-Time FTEF	<u>38.93</u>	<u>38.54</u>	<u>40.00</u>
Part-Time FTEF	<u>34.90</u>	<u>31.27</u>	<u>24.65</u>
Total FTEF	<u>73.83</u>	<u>69.81</u>	<u>64.65</u>
Percentage Ratio FT to PT FTEF	<u>53%</u> / <u>47%</u>	<u>55%</u> / <u>45%</u>	<u>62%</u> / <u>38%</u>

Percentage Ratio FT to PT FTEF  
if position request is approved

<u>54%</u>	/	<u>46%</u>
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(Provide percentage ratio of FT to  
PT FTEF for any additional positions  
requested)

	<u>FT</u>	/	<u>PT</u>
If two	55%	/	45%
If three	57%	/	43%

EL CAMINO COLLEGE  
FACULTY POSITION IDENTIFICATION FORM  
2015-2016

Department Requesting Position: Computer Science  
 Number of Positions Requested: 2  
 Division: Mathematical Sciences  
 Division Ranking: 2, 5

**C. Additional Full-time/Part-time and FTEF Data for Department Requesting Position**

Academic areas, counseling, and the library should use faculty rosters and data from past contracts and faculty requests. Include FTEF for on-line courses. Counseling and library should base FTEF on a 40-hour workweek.

	Fall 2015	Fall 2014	Fall 2013
Number of Full-time Faculty (head count)	<u>3</u>	<u>2</u>	<u>1</u>
Number of Part-time Faculty (head count)	<u>10</u>	<u>7</u>	<u>4</u>
Total Faculty	<u>13</u>	<u>9</u>	<u>5</u>
Full-Time FTEF	<u>2.93</u>	<u>2.92</u>	<u>1.00</u>
Part-Time FTEF	<u>3.45</u>	<u>2.32</u>	<u>2.30</u>
Total FTEF	<u>6.38</u>	<u>5.24</u>	<u>3.30</u>
Percentage Ratio FT to PT FTEF	<u>46%</u> / <u>54%</u>	<u>56%</u> / <u>44%</u>	<u>30%</u> / <u>70%</u>

Percentage Ratio FT to PT FTEF  
if position request is approved

<u>62%</u>	/	<u>38%</u>
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(Provide percentage ratio of FT to PT FTEF for any additional positions requested)

	<u>FT</u>	/	<u>PT</u>
If two	77%	/	23%
If three	93%	/	7%

## Math Department, Committee Updates

Agenda for October 1, 2015

### I. DCC

- a. All New Course proposals need to be submitted early in the Fall semester, or better yet in the Spring semester, to have time for approval at the Chancellor's office.
- b. Deadline to submit courses this semester: Oct 2nd, and Oct. 30th (I must have them approved by DCC and department in order to forward to CCC by Oct 5th & Nov. 2nd)
- c. We need to vote on the following Course Reviews:
  - Math 120** - No existing C-ID for this course. The following changes were made:
    - Removed topics (representing 4 hours of lecture): Non-Euclidean geometry, Perspectives, Tessellations, Polygons and Stars & Fractals
    - Hours added to: Voting Theory (2 hours), Finance (1 hour) & Probability (1 hour)
  - Math 150** - Changes to satisfy C-ID. No actual content changes, just more details and wording.
    - Much more detail added to course outline.
  - Math 165** - Changes made to satisfy C-ID requirements - only wording changes, because the topics were already listed, but not clearly stated (to the non-math reviewer).
    - Marginal Analysis was listed, but the wording was changed to: Marginal analysis including margin revenue, cost & profit.
    - Applications of Derivatives was listed, but changed to: Use derivatives to find increments, rates of change and tangent lines
  - Math 270** - The Objectives and Outline of Subject Matter were substantially reworded and some topics were clarified to satisfy the state C-ID requirements. Also, assessment methods were updated.
- d. **Gateways to Engineering:** (Formerly called the JPL project) Providing STEM students with an accelerated path to Calculus, this began a few years ago with a visit from Growth Sector. The first Cohort consisting of 32 students began this fall. They are taking Math 80 and Math 60 concurrently. Anna Hockman is teaching the Math 80 class and Alice Martinez is teaching the Math 60 class. Our cohort consists of:
  - 11 Engineering Majors
  - 6 Computer Science Majors
  - 7 Science Majors (Biology, Chemistry & Physics)
  - 4 Math Majors
  - 4 Other Majors

One of the goals was to reach nontraditional engineering (or STEM) students, we currently have:

- 13 female students.
- The class is primarily made up of Latino students with 24 identifying themselves as Latino
- 14 are the first person in their family to attend college.

### II. DLOACC

- a. Spring 2015 Reports
  - SLO Reports 100% complete
  - PLO Reports 100% complete
- b. A list of all courses and SLO's being assessed this fall are posted in the mailroom with the course coordinators name listed. One correction to the list is that Zach Marks is the course coordinator for Math 220.
- c. All Fall 2015 Assessment Questions are posted on the portal; you can follow the link (<https://goo.gl/1BBgZi>) . Marta sent the link via email on 9/17/15 or email me at [sbucher@elcamino.edu](mailto:sbucher@elcamino.edu) and I can send you the link directly.

- d. All Fall 2015 SLO and PLO reports are due in TracDat by Friday February 5, 2016. There will be additional training for the new TracDat this fall, times and dates will be out shortly.

### III. CM1

- a. Math 270 Course Review - Has passed in the CM1 Committee with 18 Yes Votes, 1 No Vote. The wording was changed to conform to the C-ID language. Also, Assessment Methods were updated.
- b. CM1 SLOs - All CM1 courses are administering SLOs this semester. They have been distributed and should be assessed by all instructors.
- c. CM1 Program Review - This officially begins in 2016, but we have started discussing it and will be creating a student survey to be administered later in the semester.

### IV. CM2

- a. The student success rate for SLO#4/PLO #2 was 76% from Spring 2015, which is quite good for students in CM2 courses. The suggested action for assessing students for this PLO in the future, is to include more challenging problems for the assessment. For example, for Math 130, students were given an initial population and an exponential growth rate and asked to construct an exponential growth function. Then they were asked, using this function, to approximate the population after a specified amount of time had passed. To make the problem more challenging, in addition to the previous questions, students could be asked to determine the time that it would take for the population to reach a specified number.
- b. CM2 passed the revisions of the Math 120 Course Outline with the following results: 17 YES (including 1 e-vote and 1 proxy vote) and 1 Abstention (e-vote)
- c. CM2 passed the revisions of the Math 165 Course Outline with the following results: 17 YES (including 1 e-vote and 1 proxy vote) and 1 Abstention (e-vote)
- d. CM2 passed the revisions of the Math 150 Course Outline with the following results: 16 YES (including 1 proxy vote), 1 NO and 1 Abstention (e-vote)
- e. Update on the Status of Math 150-H:
  - Math 150-H Subcommittee would like to use Moore, Notz, Fligner, The Basic Practice of Statistics, 7<sup>th</sup> edition, Freeman, 2015 for Honors Statistics. This book has already been approved by CM2 last semester.
  - Ambika shared with the committee the information related to the required project for Math 150-H from Rachel Williams, Co-director of the ECC Honors Program (please see Q & A below):
    1. Is there a requirement of how much the project counts towards their final grade?  
The project should be at least 5% of the final course grade (more than 5% is fine, though).
    2. Are group projects allowed? Yes, group projects are allowed.
    3. Are in class projects allowed, or must this be a home project?  
The work can be done at home and/or in class. The key is that it emphasizes critical thinking and/or scholarly research.
    4. Does the project have to be over the entire semester or can it be on a specific chapter/topic?  
It's fine if the project is on a specific chapter/concept
    5. Do project ideas have to be approved through the honor program?  
The HTP does not have to approve specific project ideas. We will, however, need to have a copy of the assignment for the project each semester. This is important because we could get audited at any time by the UCs, and we need to have documentation of how the courses are providing enriched honors content.

- Anna mentioned that since the Math 150-H subcommittee ~~will~~ miss the October curriculum deadline this semester, it is important to come up with a ~~draft~~ next semester so we will be ready to offer the course in Fall 2017.
  - If anyone has a great idea on an honors project in Statistics, please email it to Ambika, Jasmine and Kaysa to consider. If you are interested in joining the development of Math 150-H, please let them know right away.
- f. CM2 is currently in the process of obtaining the success rates of Math 150 hybrid in order to continue the discussion on the possibility of offering Math 150 hybrid in large lecture format on a regular basis.

V. CM3

CM3 is moving along smoothly and will assess Math 110 SLOs (all four) later this semester.

VI. CMD

Committee D met on Thursday, September 17, with only half the members attending, due to a conflict with the CM2 meeting. At the meeting, Susan Taylor and Matthew Mata volunteered to coordinate our Program Level Outcome assessment due this fall. Since we are conducting Program Review next spring and fall, we made assignments for the Spring SLO assessments so that all of our assessments will be ready to go in late November. We reviewed a challenge exam created by the division office for students who have passed Math 73 and need to move into Math 130 or Math 170. We discussed issues related to this challenge exam. We briefly reviewed the plan for our meetings for Fall 2015 and touched on the process for our Program Review.

VII. Academic Senate Update

We have had two academic senate meetings for fall 2015 thus far - Sept 1 and Sept 15. Senate Co-Presidents Chris Jeffries and Claudia Stripe reported the first round candidates for interviews for Fallo's successor have been selected. Finalists will be invited back for faculty forums then finally to interviews with board members. Attendance at the faculty forums is highly encouraged.

Faculty Development (Kristie Daniel-DiGregorio) reports a potential chance in flex credit (in particular administration and classified staff may be required to complete flex in the future - called professional development).

Pete Marcoux (Academic Technology) reports the ~~new~~ faculty laptops should be ready for distribution by the spring semester (but not for this current fall semester). ITS has a new director position on board agenda for October (called Chief Tech Officer).

From Dr. Shankweiler - Enrollment is always a hot button issue. We are down 2.3%. With regards to faculty hiring: There will be about 1100 new hires statewide only.

Lance Widman (budget) - Potential COLA increase of 1.02% and growth statewide is 3%. FTES adjustments were made in light of the return of Winter Session (to begin next year). A new program by the governor provides \$620 million for faculty hires to increase the college's faculty obligation numbers. The relates to potentially nine new full-time faculty hires for ECC (each new hire costing about \$115,000). Faculty hiring process is to start immediately in the fall to allow for early spring interviews). Community Colleges anticipate hiring approx. 620 new faculty this coming year.

Significant changes to wording for A/P 5520 (Student Discipline Procedure) and B/P&A/P 3540 Sexual Misconduct were discussed. Sexual misconduct policy has been updated with the new mandate that faculty and staff are obligated to report any incident of sexual misconduct (even if reported by students whom would prefer their comments be kept in confidence). The title IX officer J. Ishikawa is available to help answer any questions regarding the new policy. A small change in grammar was made to policy B/P 4030 Academic Freedom - no content or wording was adjusted. Math department was asked to submit any input to the senior senator (Zach).

Paul Yun mentioned a request from Division Council to see if a confirmation email could be automated to faculty submitting active enrollment reports. The matter will be brought up to the appropriate channels.

**VIII. Tutoring Committee Update**

Before the term started the tutoring committee ran a tutor training on August 21st for both our center and classroom tutors. Since the term has started we have been interviewing many potential tutoring candidates.

During the first meeting we discussed the following topics:

1. We approved a new form for the tutoring interviews that includes some numerical data.
2. We agreed to set up a midterm evaluation form for classroom tutors so that the instructors using them can provide some feedback.
3. We organized some note sheets for calculus, trigonometry, algebra and statistics to be distributed amongst the advanced tutors.
4. We discussed plans for the next tutor training at the start of Spring 2016.
5. We decided to hire classroom tutors for Math 40.
6. We also hope that faculty will volunteer during finals to alleviate some of the pressure on the student tutors.

**IX. STEM Projects**

Ongoing: Greg Fry is leading the efforts to recruit and train a team of math students to participate in the AMATYC Student Math League competition. The only national competition for community colleges.

Ongoing: Math Review Workshops are on held twice a week for Math 40, 80, 170, 180, and 190. Flyers are being distributed to all instructors of these courses and in the Math Study Center. Mass emails to all students are sent once a week.

Math 40	Elem Algebra	TTH 2:00 – 3:00	MBA 313
Math 80	Int. Algebra	MW 4:00 – 5:00	MBA 317
Math 170	Trigonometry	TTH 1:00 – 2:00	MBA 311
Math 180	Pre-Calculus	TTH 10:30-11:30	MBA 209
Math 190	Calculus	TTH 4:00 – 5:00	MBA 315

NEW: A NetTutor representative is scheduled to do a presentation on October 6, 1 – 2pm, in MBA 319.

NEW: STEM Speaker Series – Mathew Mata is holding a speaker series presentation on 10/7/2015 "The Basics of PITCHf/x and Mathematical Modeling in Baseball"

X. **Basic Skills Initiative**

The Counselor Intervention program is continuing for Math 12, 23, 37 students. Students are scheduling appointments with counselors for Ed. Plans to help them persist in the long march to complete the developmental math program.

A Summer Math Academy is in the works for the Winter intersession and will be called the Summer-Winter Academy in Math (SWAM) – Just Kidding.

BSI is coordinating with SEP and SSSP on projects to decrease the equity gaps of student population groups.

## Overview of Student Equity Plan for Mathematics Department Meeting, October 1, 2015

Background: In June, 2014, the California Governor and Legislature appropriated funding for Student Equity. Colleges were to review disaggregated data for 5 success indicators. Colleges were then to create a plan with specific goals to address the disparities among student populations. The plan was due in October, 2014, so there was not much time given to create ECC's first plan. ECC's plan is currently being revised based on lessons learned from the past year.

The five success indicators include Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer.

Populations to be addressed by gender, and certain ethnic populations including American Indian or Alaskan natives, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, Whites, Current or Former Foster Youth, Students with Disabilities, Low Income Students, Veterans.

Based on ECC's data, a decision was made to **target** African American, Latino, and Pacific Islander students in a couple of our goals, as these populations had the highest disparities in some of the success indicators.

From ECC's Student Equity Plan Final 12 4 14,

### *Goals*

First, ECC is committed to **decreasing the gap in course completion rates (both overall and in basic skills classes) for African American and Pacific Islander students by a total of 3% over the next three years.**

Second, ECC is committed to more deeply **exploring transfer-directed and transfer-preparedness rates for African American and Latino students in Year 1, allowing for revision of the SEP in Year 2 to create a targeted goal and directed activities based on our findings.**

## Math Department's First Recommendations, October, 2014

1. Math Sections for Learning Communities
2. Math Study Center (Tutoring Center)
  - a. Hire a full-time faculty dedicated to oversee the math Tutoring Lab
  - b. Tutor Training Program for all tutors in Math Tutoring Center.
3. Summer Math Academies
4. Offer more sections of the accelerated courses, Math 37 and Math 67.
  - a. Faculty Development
  - b. Supplemental Instruction
  - c. Counseling Intervention

Some of these recommendations were carried out and others were not eligible for SEP funds.

Below is a summary of what we have done and what we plan to do. However, more research and input is needed from Math faculty. We have a great opportunity to address these disparities. Many of you have had success with the various student populations. We need to form a committee from our division, and continue to explore strategies addressing Student Equity.

#### Mathematical Sciences – Student Equity, September 2015

1. Summer 2015
  - a. Two Summer Math Academies
2. Fall 2015
  - a. Two Learning Communities (Math 37 – Kjeseth, and Math 80 – Scott)
  - b. Textbooks
  - c. Review Workshops for Intermediate Algebra and Statistics
  - d. Tutors in Math 40 sections
  - e. SI for Math 80 SEP Cohort
  - f. More Advanced Tutors in Math Study Center and extended hours
  - g. Faculty Development
3. Winter 2016
  - a. Three Winter “Summer Math Academies”
4. Spring 2016
  - a. Four Learning Communities
    - i. Math 37, 67, 130, and 150
  - b. Textbooks
  - c. Supplemental Instruction for Learning Communities
  - d. Review Workshops
  - e. Tutors in Math 40 sections
  - f. Advanced Tutors in Math Study Center and extended hours
  - g. Faculty Development: \$5,000
  - h. IPADS and Calculator Loaners
5. Summer 2016
  - a. Four Summer Math Academy

Role	Assigned	Alternate(s)	Primary responsibilities in emergency
<b>Building Emergency Captain</b>	Jackie Sims	Bonnie Mercado	Communicate with Campus Emergency Coordinators.
<b>Area Leader: Ground Floor</b>	Marta Maaza	Aster Assefa	Coordinate building response
<b>Area Leader: 1st Flr Math</b>	Lavonné Plum	Phan Tran	Coordinate with building captain to provide response by team members in assigned area.
<b>Area Leader: 2nd Floor</b>	Bonnie Mercado		
<b>Area Leader: 3rd Floor</b>	*f2-Sue Bickford, *f3-Art Martinez		
<b>Stairwell Monitors: Southern Stairwell (Closest to Redondo)</b>	Lyna Beckett-Lemus, Gregory Fry, *f1-Paul Yun, Greg Scott, *f1-Lars Kjeseth, *f2-Megan Granich, Ralph Taylor, Matthew Mata		Clear stairwells from basement through third floor; check that roof door is locked and that roof is clear.
<b>Stairwell Monitors: Northern (Closest to Administration Building) Stairwell</b>	*f2-Milan Georgevich, *f1-Eduardo Morales, *f2-Aban Seyedin, *f3-Lijun Wang, Linda Ho		
<b>Fire Equipment Monitors (*)</b>	Michael Bateman		Respond to fire emergency situation using available equipment.
<b>First Aid Assistants (*)</b>	*f2-Judy Kasabian, *f2-Susan Taylor, *f3-Trudy Meyer		Assist injured persons to the extent of training.
<b>Evacuation Assistants (*)</b>	Arkadiy Sheynshetyn, *f3-Anna Hockman		Assist evacuation of mobility-impaired persons. Special equipment available on second floor.
<b>Messengers</b>	Kaysa Moreno, *f3-Kristine Numrich, Carl Broderick, Massoud Ghyam, Ambika Silva, Susie Tummers,		Relay messages between Building Captain and involved areas
<b>Search and Rescue (*)</b>	Eduardo Morales, *f3-Susanne Bucher, *f1-Jasmine Ng, Satish Singhal		Search damage areas.
<b>Traffic Monitors</b>	*f1-Jeff Cohen, Janko Forbes, Megan Granich, *f2-Alice Martinez, *f3-Zachary Marks, *f3-Ben Mitchell		Provide traffic control to guide evacuees to safe areas, following Evacuation Plan.
<b>Sweep Teams</b>	Jill Eversizer, *f2-Hamza Hamza, *f2-Robert Lewis, Ralph Taylor, *f2-Eduardo Barajas, Ashod Minasian, *f2-Diaa Eldanaf, Russell Solomon, Catherine Roman Schult, *f2-Fanelli Dominic		Sweep corridors and rooms to ensure building is evacuated.
<b>Wheelchair Station</b>	2 <sup>nd</sup> Floor-Megan Granich (MBA 215) 3 <sup>rd</sup> Floor-Zack Marks (MBA 311)		Stay with immobile students in designated classrooms during drill.
<b>Hallway Monitor</b>	1 <sup>st</sup> Floor-Jasmine Ng 2 <sup>nd</sup> Floor-Diaa Eldanaf 3 <sup>rd</sup> Floor-Ben Mitchell		Direct traffic at midpoint to either south or west stairwell; elevator and mid stairwell closed off.
<b>Doorway Monitor on 1<sup>st</sup> Floor</b>	South Side (Facing Police Station)- Espie Corrado North Side (Facing Administration)-Bonnie Mercado West Side (Facing Music)- Laurie Linka		After Building has been evacuated, keep anyone from going back into building until advised by Building Captain or Floor Leader.

(\*\*) Requires some training or experience.

Last modified: September 28, 2015



**El Camino Community College District  
CAMPUS WIDE EARTHQUAKE DRILL  
Thursday, October 15, 2015 – 10:15 a.m.**

**Instructions for Staff**

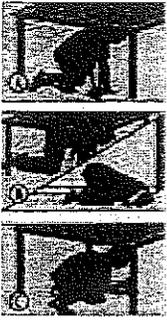
At 10:15 a.m., you will hear alert sounds from the Police vehicles throughout campus and receive information on your telephone. This sound simulates the beginning of a major earthquake. Do the following:

1. STAY CALM AND DUCK, COVER, AND HOLD ON UNTIL FUTURE NOTICE. Take refuge under a sturdy object.
2. After approximately one minute, the earthquake simulation will end and you should SHELTER IN PLACE until you receive further notice.
3. When given notice or when the fire alarms are activated, you will begin to evacuate in an orderly manner to the building's designated assembly area.
4. As you begin to evacuate, take direction to your assembly area from your building emergency responders.
5. Stay in your assembly area until given notice by the Building Captain to return to the building.

End of Drill – Thank you for your participation in this important exercise. By participating, you will help us to get ready for big earthquakes and to prevent disasters from becoming catastrophes.

**See protocols on the reverse that will save your life!**

## What to do!



If you are indoors, duck or drop down to the floor.

- **DROP** to the ground (before the earthquake drops you!),
- Take **COVER** by getting under a sturdy desk or table, and
- **HOLD ON** to it until the shaking stops.

If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building. Do not try to run to another room just to get under a table.

The main point is to not try to move but to **immediately** protect yourself as best as possible where you are. Earthquakes occur without any warning and may be so violent that you cannot run or crawl; you therefore will most likely be knocked to the ground where you happen to be. You will never know if the initial jolt will turn out to be the start of the big one. Drop, Cover, and Hold On before you know.

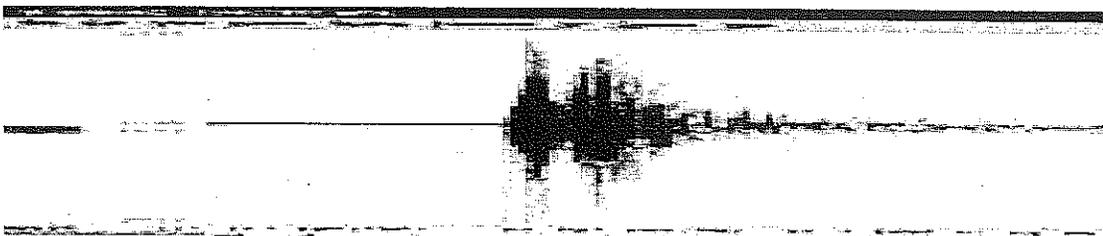
**If you are outside, get into the open, away from buildings, power lines and trees.**

## What NOT to do!

DO NOT get in a doorway! An early earthquake image of California is a collapsed adobe home with the door frame as the only standing part. From this came our belief that a doorway is the safest place to be during an earthquake. In modern houses and buildings, doorways are **no** safer, and they do not protect you from flying or falling objects. Get **under** a table instead!

DO NOT run outside! Trying to run in an earthquake is dangerous, as the ground is moving and you can easily fall or be injured by debris or glass. Running outside is especially dangerous, as glass, bricks, or other building components may be falling. You are much safer to stay inside and get under a table.

**“If you don't know how to act in an emergency....find out now!”**



El Camino College  
Mathematics Sciences Division  
**Section Transfer Agreement**

**Instructors:**

- Fill Out & Sign BOTH Section Transfer Form & Agreement form
- Return both forms back to Student to Submit to Division Office
- Note: A copy will be left in both Instructors boxes once completed

Please thoroughly state the agreement that has been made between the two instructors

**Be specific.** *Example: Instructor 1 will provide the grades from Exam 1, and Instructor 2 will include this score in the overall grade of the student.*

<p><b>FROM:</b></p> <p>Section Number _____</p> <p>Class _____</p> <p>Sign _____</p> <p>Print Name _____</p> <p>Date _____</p>	<p><b>TO:</b></p> <p>Section Number _____</p> <p>Class _____</p> <p>Sign _____</p> <p>Print Name _____</p> <p>Date _____</p>																		
<p><b>ATTENDANCE</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Number of Absences</td> <td style="width: 30%;"></td> </tr> <tr> <td>Times late</td> <td></td> </tr> </table> <p>Notes:</p>	Number of Absences		Times late		<p><b>ATTENDANCE</b></p> <p>Will accept in overall grade? (Yes/No) <span style="float: right;">(Yes)</span></p>														
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Dean Signature \_\_\_\_\_ Date \_\_\_\_\_

### Math 80 Challenge Exam Review Suggested Topics

1. Solving Systems of Linear Equations in three variables
2. Inverse functions
3. Composite functions
4. Operations on complex numbers
5. Solving exponential and logarithmic equations
6. Graphing: exponential and logarithmic functions
7. Domains of logarithmic functions
8. Properties of Logarithms
9. Exponential growth and decay problems
10. Conic sections (circle, ellipse, parabola, and hyperbola)

### Topics that are not in the COR Math 73 that are in the COR for Math 80

1. Systems of Linear Equations in three variables
2. Complex Numbers
3. Inverse Functions and Composition
4. Exponential Functions
5. Logarithmic Functions
6. Conic Sections



## Announcing a Presentation on NetTutor

NetTutor is a comprehensive online tutoring service that is available to our students free of charge.\* The assistance is offered across multiple disciplines campus-wide (STEM and non-STEM). Come learn about the service. The presentation will cover the basic service components (such as the whiteboard technology) as well as recent changes allowing mobile device use. This is also an opportunity to ask the NetTutor presenter questions regarding the challenges that our students have encountered when using the service.

Peter J. Pinckney  
Tuesday, October 6  
1:00-1:50p.m.  
MBA 319

Peter J. Pinckney is the Client Services Manager at Link-Systems International.



EL CAMINO COLLEGE

The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of national origin, religion, age, sex (including sexual harassment), race, color, gender, physical or mental disability, or retaliation.

\*Supported by Department of Education HSI-STEM (Grant Award # P031C110166) and the LRC.



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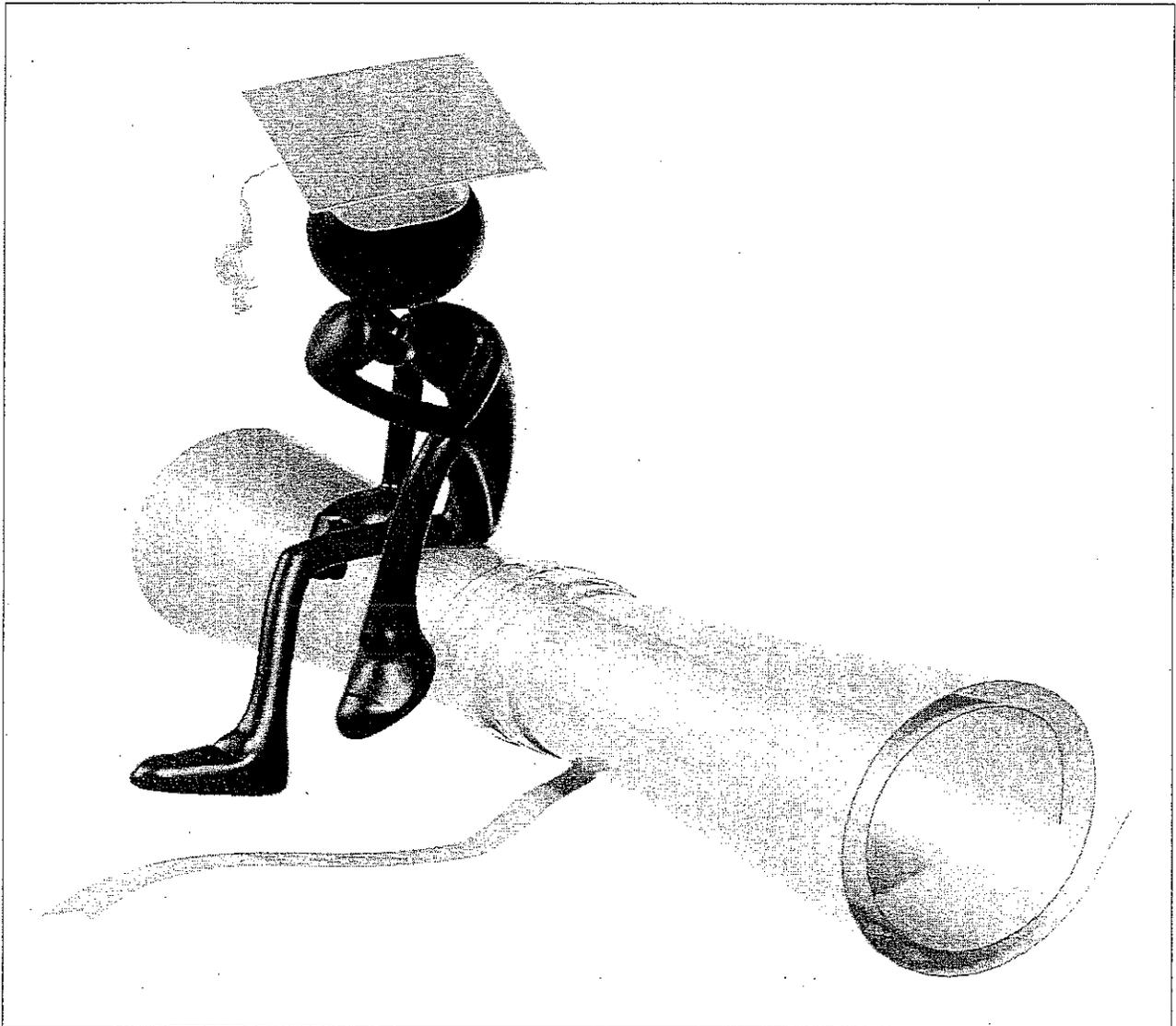


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# El Camino College's Career Coach



**HOW MUCH MONEY CAN I EXPECT TO MAKE WITH A  
DEGREE IN HISTORY?**

**WHAT ARE THE JOB PROSPECTS FOR CHILDHOOD  
EDUCATION MAJORS?**

You can find the answers to these questions and other questions related to majors and careers at Career Coach, a free online resource for El Camino College students. You can access Career Coach at <https://elcamino.emsicareercoach.com/>. There's also a link to it on the left-hand navigation bar of the Behavior and Social Sciences Division website under the heading "Quick Links". Career Coach is funded through the Career and Technical Education Act grant.

EL CAMINO COLLEGE  
DIVISION OF MATHEMATICAL SCIENCES

**DATE:** October 1, 2015  
**TO:** Full-Time Instructors  
**FROM:** Jacquelyn Sims, Dean  
**SUBJECT:** Summer Session 2016

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Per the faculty contract, I am polling full-time instructors on your interest in teaching in the summer session. Please complete the form on the reverse of this memo and return to the Division Office *by noon on Friday, October 9.*

As in past summer sessions, all courses will meet Monday through Thursday. During the first six weeks, only three-unit and four-unit courses will be offered. During the eight-week session, four- and five- unit courses will be offered. During the second six weeks, three- and four-unit courses will be offered. (We may explore offering a couple of 5-unit courses during the second six weeks as well) Independence Day will be observed on Monday, July 4, 2016.

**First six-week session: Tuesday, May 31 – Monday, July 11 (23 class meetings)**

**Eight-week session: Monday, June 20 – Thursday, August 11 (31 class meetings)**

**Second six-week session: Tuesday, July 12 – Thursday, August 18 (23 class meetings)**

If you do not return the form by the requested date, I will infer that you do not wish to teach during the 2016 summer session. However, I would prefer that you return the form if you are not interested.

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The following courses will be offered in Summer 2016:

3-unit: Math 120, 130, 161, 170

4-unit: Math 12, 23, 40, 60, 67, 140, 150, 160, CSCI-1

5-unit: Math 73, 80, 180, 190, 191, 220

Classes will be scheduled at four times.

Early morning

Late morning

Afternoon

Evening

NAME (Please print) \_\_\_\_\_

Are you interested in teaching during Summer 2016?

- NO. I am not interested in teaching during the 2016 Summer Session.
- YES. I am interested in teaching during the 2016 Summer Session.
  - First six-week session (May 31-July 11)
  - Second six-week session (July 12-August 18)
  - Eight-week session (June 20-August 11)
  - Six-week session or eight-week session

Number of sections requested. Sections not assigned to full time-instructors will be available to part-time instructors.

- One
- Two

My preferred courses, in priority order, are:

Courses	Time(s) (early morning, late morning, afternoon or evening)
_____	_____
_____	_____
_____	_____
_____	_____

Please use the space below to indicate any other comments about your preferences and availability.

## Official Ballot

**Math 120** - No existing C-ID for this course.

- Changes were made for the course to match better with neighboring colleges and to make this course more relevant and applicable for the students.
- Removed topics (representing 4 hours of lecture): Non-Euclidean geometry, Perspectives, Tessellations, Polygons and Stars & Fractals
- Hours added to: Voting Theory (2 hours), Finance (1 hour) & Probability (1 hour)

Please check one box only:

In Favor                       Not In Favor                       Abstain

---

**Math 150** - Changes to satisfy C-ID. No actual content changes, just more details and wording.

- For example: Central Limit Theorem was stated before, we added: Definition of CLT, Difference between Population and Sampling Distributions, Sampling Distribution of the Sample Means and Proportions

Please check one box only:

In Favor                       Not In Favor                       Abstain

---

**Math 165** - Changes made to satisfy C-ID requirements - only wording changes, because the topics were already listed, but not clearly stated (to the non-math reviewer).

- Marginal Analysis was listed, but the wording was changed to: Marginal analysis including margin revenue, cost & profit.
- Applications of Derivatives was listed, but changed to: Use derivatives to find increments, rates of change and tangent lines

Please check one box only:

In Favor                       Not In Favor                       Abstain

---

**Math 270** - The Objectives and Outline of Subject Matter were substantially reworded and some topics were clarified to satisfy the state C-ID requirements. Also, assessment methods were updated.

Please check one box only:

In Favor                       Not In Favor                       Abstain