2016
Annual Program Review

Mathematics

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Section 1: Program Planning:

Internal Analysis

Enrollment and FTES:
The number of enrollments in Mathematics courses in 2014-2015 showed a substantial increase (> 10.0%) from 2013-2014 and a substantial increase (> 10.0%) in comparison with the number of enrollments in 2012-2013.

The FTES in Mathematics credit courses in 2014-2015 showed a substantial increase (> 10.0%) from 2013-2014 and a substantial increase (> 10.0%) in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):
The number of sections in Mathematics courses in 2014-2015 showed a substantial increase (> 10.0%) from 2013-2014 and a substantial increase (> 10.0%) in comparison with the number of sections in 2012-2013.

The fill rate in Mathematics courses in 2014-2015 showed a slight increase (1.0% to 4.9%) from 2013-2014 and a slight decrease (-1.0 to -4.9) in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Mathematics courses in 2014-2015 showed a substantial increase (> 10.0%) from 2013-2014 and a substantial increase (> 10.0%) in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Mathematics courses in 2014-2015 showed a moderate increase (5.0% to 10.0%) from 2013-2014 and a slight decrease (-1.0 to -4.9) in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:
The course success rate in Mathematics courses in 2014-2015 showed minimal to no difference from 2013-2014 and a substantial increase (> 10.0%) in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was substantially higher (> 10.0%) than the college average (65.4%) and was slightly higher (1.0% to 4.9%) than the institutional-set standard for course success (55.4%).

Term Retention Rate:
The term retention rate in Mathematics courses in 2014-2015 showed a moderate increase (5.0% to 10.0%) from 2013-2014 and a slight increase (1.0% to 4.9%) in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was substantially higher (> 10.0%) than the college average (82.3%) and was moderately higher (5.0% to 10.0%) than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):
The number of degrees in Mathematics in 2014-2015 showed a substantial increase (> 10.0%) from 2013-2014 and showed a substantial increase (> 10.0%) in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Mathematics in 2014-2015 showed minimal to no difference from 2013-2014 and showed minimal to no difference in comparison with the number of certificates awarded in 2012-2013.

Modality:
Following the College trends in success and retention, students enrolled in traditional face-to-face math courses have a higher rate of success and retention than students enrolled in distance learning math courses. Online has a higher rate than cable courses, but cable has been increasing over the past three years.

Demographics:
Female students have made up the majority of the math course enrollment. The review of the three year trends shows that there has been a major increase of students under the age of 24 enrolling in math courses. The increase in enrollment find similar proportionalities in the ethnicity categories enrolled in math courses.

Implications of Change

The overall College is seeing an increase of growth by near 12% compared with the previous years, which is reflected in the enrollment trends in the math courses. As math is an instrumental and core competency for many degrees and certificates, there is a natural progression of growth in the subject. Additionally, with release of the AST-degree, math is seeing an increase of majors and students completing the program.

Table 1.1 Program Productivity Data for Mathematics

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	3,402	3,986	4,963
FTES	405.5	484.7	606.9
FTEF30	11.3	14.9	17.4
WSCH/FTEF	589	535	573
Sections	91.0	107.0	123.5
Fill Rate	81.8%	78.3%	80.1%
DEGREES AND CERTIFICATES			
Associate Degrees	2	1	3
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	3,367	3,986	4,962
GENDER			
Female	56.9%	57.0%	54.7%
Male	41.1%	41.5%	43.6%
Unknown	2.0%	1.4%	1.7%
AGE at TERM			
Less than 19	14.8%	12.6%	11.5%
20 to 24	27.7%	30.8%	31.2%
25 to 29	16.8%	17.7%	18.6%
30 to 34	10.6%	11.8%	11.8%
35 to 39	6.6%	6.3%	7.0%
40 to 49	12.5%	11.4%	10.7%
50 and Older	11.1%	9.4%	9.2%
RACE/ETHNICITY			
African American	5.8%	6.4%	6.5%
American Indian	2.8%	2.3%	2.1%
Asian	36.3%	33.1%	31.2%
Hispanic/Latino	12.0%	13.4%	14.6%
Pacific Islander	0.9%	0.5%	0.8%
White	36.8%	40.6%	42.9%
Unknown	5.6%	3.7%	2.0%
INSTRUCTIONAL MODALITY			
Cable	8.8%	11.1%	12.2%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	65.0%	73.0%	76.1%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	26.3%	15.9%	11.6%

Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Table 1.2 Program Review Data for Mathematics by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	**3,367**	**3,986**	**4,962**
-Overall Success Rate	59.4%	56.0%	59.1%
-Overall Retention Rate	77.2%	74.3%	78.2%
INSTRUCTIONAL MODALITY			
Cable	296	443	607
Correspondence			
Hybrid			
Online	2,187	2,909	3,777
Self-Paced			
Telecourse			
Traditional	884	634	578
Success Rate			
Cable	55.1%	47.6%	58.8%
Online	57.0%	55.4%	58.0%
Traditional	67.0%	64.7%	66.8%
Retention Rate			
Cable	76.0%	69.1%	79.9%
Online	74.2%	73.4%	76.7%
Traditional	85.1%	81.9%	85.8%

Table 1.3 Program Review Data for Mathematics by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	3,367	3,986	4,962
-Overall Success Rate	59.4%	56.0%	59.1%
-Overall Retention Rate	77.2%	74.3%	78.2%
STUDENT DEMOGRAPHICS			
GENDER			
Female	1,917	2,274	2,716
Male	1,383	1,656	2,164
Unknown	67	56	82
Success Rate			
- Female	57.7%	56.8%	59.4%
- Male	61.2%	55.0%	58.8%
- Unknown	71.6%	55.4%	57.3%
Retention Rate			
- Female	76.0%	74.5%	78.5%
- Male	78.9%	74.0%	77.5%
- Unknown	79.1%	71.4%	81.7%

Table 1.4 Program Review Data for Mathematics by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	**3,367**	**3,986**	**4,962**
-Overall Success Rate	59.4%	56.0%	59.1%
-Overall Retention Rate	77.2%	74.3%	78.2%
AGE at TERM			
Less than 19	499	502	572
20 to 24	931	1,229	1,547
25 to 29	564	704	921
30 to 34	356	471	584
35 to 39	222	252	349
40 to 49	422	455	531
50 and Older	373	373	458
Success Rate			
Less than 19	61.5%	55.8%	62.1%
20 to 24	53.8%	56.5%	57.3%
25 to 29	59.0%	52.1%	56.9%
30 to 34	55.9%	56.7%	58.9%
35 to 39	57.2%	59.9%	56.4%
40 to 49	64.7%	54.1%	59.9%
50 and Older	70.0%	61.4%	67.7%
Retention Rate			
Less than 19	81.8%	76.1%	80.9%
20 to 24	75.1%	76.1%	78.8%
25 to 29	76.6%	73.0%	76.0%
30 to 34	72.2%	69.6%	77.6%
35 to 39	74.3%	77.0%	74.5%
40 to 49	77.5%	69.7%	75.1%
50 and Older	83.6%	78.0%	83.8%

Table 1.5 Program Review Data for Mathematics by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	**3,367**	**3,986**	**4,962**
-Overall Success Rate	59.4%	56.0%	59.1%
-Overall Retention Rate	77.2%	74.3%	78.2%
RACE/ETHNICITY			
African American	194	257	323
American Indian	93	91	105
Asian	1,221	1,318	1,546
Hispanic/Latino	403	533	724
Pacific Islander	29	21	38
White	1,240	1,620	2,129
Unknown	187	146	97
Success Rate			
African American	40.2%	36.6%	45.5%
American Indian	44.1%	42.9%	46.7%
Asian	67.6%	66.8%	69.7%
Hispanic/Latino	50.4%	45.2%	50.0%
Pacific Islander	31.0%	42.9%	39.5%
White	58.1%	55.1%	57.8%
Unknown	66.3%	54.1%	55.7%
Retention Rate			
African American	65.5%	64.2%	72.1%
American Indian	68.8%	65.9%	72.4%
Asian	81.7%	81.8%	83.4%
Hispanic/Latino	73.0%	70.0%	73.8%
Pacific Islander	69.0%	61.9%	63.2%
White	76.2%	71.9%	77.6%
Unknown	81.3%	74.0%	71.1%

Program Student Learning Outcome(s)

The focus of the discussion was around the SLO findings and how the shift to creating a better RSI for courses will lead to better outcomes. There has been a discussion around a common rubric for assessing math SLOs to strengthen the assessment process.

Progress on Forward Strategy Initiative(s)

Table 1.6 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Hire two full-time math instructors due to the top ranking of FTEs, 14.8, in the entire college and 147 LHEs taught by adjunct instructors.	Completed	2015-2016 a new math faculty was hired and a second was hired in 2016-2017	The college was able to offer more math courses
Establish Math Academy or Bridge Program in summer and winter sessions to prepare students before classes start; and to increase the math success and retention rate, especially for STAR and STAR2 programs.	Completed	In summer 2015 a math boot camp was help at NBC to help incoming students.	The results were that students placed into higher math courses. However the labs need to be longer to cover more material.
Create "Pathway" curriculum to help students succeed in college level math courses at a faster pace.	In-progress	The math faculty created Statway and are waiting on state approval	N/A
Acquire a mobile "smart cart" with laptops, printer and wifi at Newport Beach Center for math classrooms.	In-progress	One smartboards but more is needed.	N/A
Develop a system to mentor and evaluate new math instructors, especially online.	Completed	Discussions at all college meetings have occurred around that evaluation of math instructors. There is now an-onboarding and mentoring process for new math faculty	N/A
Create a dedicate Math Lab for math students. In the student survey, one of the suggestions for the Student Success Center tutoring was to have a quiet place to study. Currently, the Center has English and other subjects' tutoring in the same room.	Not started		N/A
Math tutors shall be recommended by math instructors or interviewed by a math instructor prior to hiring.	In-progress	Discussion have occurred with Student Success faculty	N/A
Develop and plan a system of an efficient online tutoring; improve online embedded tutoring services; provide a coordinator for this effort; implement a system that allows the Student Success Center to track individual student	Completed	In spring 2015 a math coordinator was assigned	Though there was direction given from the coordinator, there need to be a better planning to effectively use the support services.

assistance and sends that information to each instructor as well as sending student success center use by math students to the department.			
Discuss implementation of a STEM or STEAM Program and provide appropriate permanent office space for full-time faculty at the Newport Beach Center.	Not started	Need to look for grants	N/A
Provide more technology training programs for math faculty.	Completed	2014-2015 PIEAC and budget allocated professional development funds to explore new trainings. In 2015-2016 the instructors attended annual national conferences	The instructor learned of newer technology and strategies in their courses for flipping courses
Participate with the college bookstore and the textbook publishing companies to help lower the cost of textbooks to students, and to more clearly outline all the options available to students for instructional materials; investigate free or low-cost online educational resources to help lower the cost of textbooks to students.	In-progress	In spring 2015 the math faculty met at the All-College Meeting in a breakout discipline focused session where discussion occurred around the textbook. IN 2015-2016 the faculty have been reviewing OER textbooks	N/A
Implement the Statway program.	In-progress	Statway program has been approved by curriculum and is waiting on state approval	N/A
Procure software programs for math faculty and students including, but not limited to statistics.	In-progress	The faculty is seeking alternative for SPSS like R-commander	N/A
Equip classrooms where math is taught with furniture and equipment that promote active leaning, such as mobile chairs with laptops and individual student whiteboards.	In-progress	The college purchased student whiteboards and there is a 2015-2016 request going to budget for approval.	N/A
Modify the math placement system to include a student's recent performance in math classes that do not transfer (such as high school students).	In-progress	Multiple measures have been piloted in summer 2015 and are awaiting courses performance results in fall 2015.	N/A
Increase program effectiveness and continue to grow and meet student demand for math courses.	In-progress	The hiring of FT and PT is in process	

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2014-2015	Dean of NBC	-	4	30	-	-
Current year 2015-2016	Dean of NBC	-	5	34	-	-
1 year 2016-2017	Dean of NBC	-	6	34	-	-
2 years 2017-2018	Dean of NBC	-	6	36	-	-
3 years 2018-2019	Dean of NBC	-	7	36	-	-

In 2015-2016 a new full-time faculty member was hired to start in fall 2016. It is anticipated that there will be growth in the adjunct pool in two to three years and may show a need for a new full-time position in 2018-2019.

Professional Development

In 2015-2016 five faculty attended local CMC^3 conference. In addition, the full-time faculty attended the national AMATYC conference. In 2015-2016 the department gave a national level presentation on math imbedded tutoring.

Section 3: Facilities Planning

Facility Assessment

Currently, math is taught at all college learning centers, Costa Mesa center, Early College High School, online and in the incarcerated program. In 2015-2016, requests were made to equip classrooms where math is taught with furniture and equipment that promote active leaning, such as mobile chairs with laptops implementation of a STEM or STEAM Program and provide appropriate permanent office space for full-time faculty at the Newport Beach Center. Currently, these have been prioritized but not funded.

Section 4: Technology Planning

Technology Assessment

The department has recently upgraded all the desktop computers with the pass of bond Measure M in 2012-2013. There were minimal technology modification in 2015-2016. Currently, the faculty are exploring new technologies and smart classrooms to ensure math is easily taught.

Section 5: New Initiatives

Initiative: Equip classrooms where math is taught with furniture and equipment that promote active leaning, such as mobile chairs with laptops.

Describe how the initiative supports the college mission:

The focus of the initiative is to support student success and retention through different technology and teaching strategies.

What college goal does the initiative align with?

X Student Success, Completion, and Achievement
☐ Instructional and Programmatic Excellence
☐ Access and Student Support
X Student Retention and Persistence
☐ Culture of Evidence, Planning, Innovation, and Change
☐ Partnerships and Community Engagement
X Fiscal Stewardship, Scalability, and Sustainability

What College planning document(s) does the initiative align with?

☐ Educational Master Plan
x Facilities
☐ Staffing
☐ Technology

What evidence supports this initiative?

☐ Learning Outcome (SLO/PSLO) assessment
x Internal Research (Student achievement, program performance)
☐ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The traditional face-to-face success rate seems to be stagnant between 64% and 67% and is currently lower than the overall College traditional student success rate (approx. 80%)

Recommended resource(s) needed for initiative achievement:

Classroom equipment which include mobile desk/chair (30)

What is the anticipated outcome of completing the initiative?

Increase in student interaction, engagement, retention and success.

Provide a timeline and timeframe from initiative inception to completion.

Purchase in the summer and install for the fall semester.

Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by
Equip classrooms where math is taught with furniture and equipment that promote active leaning, such as mobile chairs with laptops.	Classroom equipment which include mobile desk/chair (30)		One-time	No	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	2017-18
Hire a full-time math instructor due to the top ranking of FTEs, 14.8, in the entire college and 147 LHEs taught by adjunct instructors.	FT Faculty		Ongoing	No	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence;	2017-18

Zentner, Aeron

From: Barber, Shaunick
Sent: Monday, October 03, 2016 8:41 AM
To: Zentner, Aeron
Subject: Emailing: Job Bulletin

COAST COMMUNITY COLLEGE DISTRICT
invites applications for the position of:

Instructor, Mathematics

SALARY: $47,640.00 - $113,580.00 Annually

OPENING DATE: 12/16/15

CLOSING DATE: 02/16/16 11:59 PM

DEFINITION:

Performance Responsibilities:

1. Instruct courses in the Mathematics curriculum, with an emphasis in online instruction. Teaching responsibilities may include any mathematics course taught at the community college level (Arithmetic through the four semester sequence of Calculus and Statistics).
2. Participate in curriculum development, implementation, and evaluation.
3. Fulfill the professional responsibilities of a full-time faculty member, including but not limited to the following: teach all scheduled classes unless excused by Board Policy; follow the department course outlines; keep accurate records of student enrollment, attendance and progress; post and maintain scheduled office hours; participate in departmental meetings and college and/or district-wide activities and committees as assigned.
4. Assignment may include day, evening, weekend, online or classes at local high schools.

QUALIFICATIONS:

Minimum Qualifications:

1. Must meet one of the following qualifications under (a) through (d):
    a. Possess the California Community College Teaching Credential for this subject area.
    b. Possess a Master's degree in Mathematics or Applied Mathematics from an accredited institution.
    c. Possess a Bachelor's degree in Mathematics or Applied Mathematics from an accredited institution, AND a Master's degree in Statistics, Physics, or Mathematics Education from an accredited institution.
    d. Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.
2. Evidence of a sensitivity to, understanding of, and the ability to manage the classroom environment AND effectively provide instruction to community college students of diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds.

Desirable Qualifications:

1. Evidence of teaching experience in at least two of the following areas: Foundation/developmental mathematics; transfer level mathematics; statistics; math for k-12 teacher preparation; strategies and approaches for diverse learning styles.
2. Successful college or high school experience teaching mathematics or teaching assistantship in mathematics at the college level.
3. Evidence of involvement in mathematics and mathematics education such as: conferences and workshops; membership or committee involvement in professional organizations; design, review, and evaluation of curriculum; professional developmental activities; applications of mathematics outside the classroom.
4. Successful teaching experience working with diverse populations.
5. Experience using course management systems to create and teach online mathematics courses.
6. Experience using technology to improve student learning, such as course management systems, online homework systems, computer algebra systems, spreadsheet and statistics software, graphing calculators and social media.

7. Experience using a variety of methods of instruction to engage students, such as collaborative or active learning.
8. High level of scholarship and a solid background in mathematics.

CONDITIONS OF EMPLOYMENT:

For a full-time, two-semester position a maximum starting range of $47,640 to $81,222 is offered, based on the 2015-2016 salary schedule of $47,640 to $113,580. In addition, an annual stipend of $2,878 is offered for possession of an earned doctorate from an accredited institution. The District provides medical, dental, and vision insurance for the employee and eligible dependents and life insurance for the employee.

- Regular attendance is considered an essential job function; the inability to meet attendance requirements may preclude the employee from retaining employment.
- The person holding this position is considered a mandated reporter under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in Coast Community College District policies, procedures, and Title IX. (Reference: BP/AP 5910)
- The Coast Community College District celebrates all forms of diversity and is deeply committed to fostering an inclusive environment within which students, staff, administrators, and faculty thrive. Individual's interested in advancing the District's strategic diversity goals are strongly encouraged to apply. Reasonable accommodations will be provided for qualified applicants with disabilities who self-disclose.

*The deadline to apply is **11:59 p.m., February 15, 2016.** Application materials must be electronically submitted on-line at*http://www.cccd.edu/employment. *Incomplete applications and application materials submitted by mail will not be considered.*

ADDITIONAL INFORMATION:

APPLICATION PROCESS

- A Coast Community College District 'Certificated' Online Application.
- A cover letter outlining your education and experience relevant to this position.
- A letter of application addressing the desirable qualifications.
- A current resume or curriculum vitae.
- Answers to the supplemental questions.
- Complete transcripts of ALL lower and upper division, and graduate level college/university course work with the degree conferral date shown (need not be official - as attachment). Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Services (NACES).

Submit application on-line at

http://www.cccd.edu/employment.

OR visit our lobby to submit applications on-line at

Coast Community College District – Human Resources

1370 Adams Avenue, Costa Mesa, CA 92626

. **Individuals who need reasonable accommodations in accordance with ADA should notify the Human Resources Office for assistance or call 714.438.4714.**

SELECTION PROCEDURE

1. All online applications received by the deadline date will be screened to determine which applicants meet the minimum qualifications as stated in the job announcement. Please note: Possession of the minimum qualifications does not ensure an interview.

2. Applicants who meet the basic qualifications and who are also deemed to possess the highest degree of desirable qualifications will be invited discuss their qualifications in an interview to the college. If any travel is required for an applicant to participate in person during the interview process, this will be done so at the candidate's own expense. During the campus visit, each candidate will be interviewed and may be asked to conduct a short teaching demonstration/presentation on a previously announced topic as well as participate in a writing exercise and/or hands-on practical.

3. The search committee will rate the candidate's responses to the interview questions, the demonstration/presentation, and the applicable writing exercises and/or hands-on practical.

4. Based on this rating, a number of candidates will be recommended to move forward and will be invited to the campus for a second level interview.

5. The campus President will make the final recommendation for employment to the Board of Trustees.

6. The successful candidate will be offered the position and placed on the current salary schedule based on their experience.

7. The start date will be determined by the Dean of the Division/Department depending on the needs of the campus and the conditions of employment as posted in the job announcement/recruitment.

EMPLOYMENT INFORMATION

- To be considered in the initial committee review, all materials requested in this vacancy notice must be received no later than the filing deadline. Submission of all application materials is the responsibility of the applicant.
- The District does not contact nor employ outside agencies or headhunters to assist us in the recruitment process for our vacant positions.
- Applicants wishing to apply for more than one position must submit separate application materials for each desired position.
- During the interview process, consideration will be given to factors in addition to education and experience, including but not limited to: professional development, ability to work with others, and commitment to meet student needs.
- Applicants who are eliminated from consideration will be notified by email. All applicants are requested to provide an email address in their online application.
- Candidates should not expect official notification of the status of their candidacy until the Board of Trustees has acted upon the College's recommendation for employment.
- The District reserves the right to contact the current or most recent employer and to investigate past employment records of applicants selected for interviews.
- The District reserves the right to extend the deadline, re-advertise the position or delay filling this position based on the needs of the District and the student population we serve.
- The College does not return materials submitted in application for a position. (Copies of original supporting documents are acceptable.
- Official transcripts will be requested by Human Resources during the 'new hire' process.

The Coast Community College District is a multi-college district that includes Coastline Community College, Golden West College, and Orange Coast College. The three colleges offer programs in transfer, general education, occupational/technical education, community services and student support services. Coastline, Golden West and Orange Coast Colleges enroll more than 60,000 students each year in more than 300 degree and certificate programs.

Since its founding in 1947, the Coast Community College District has enjoyed a reputation as one of the leading community college districts in the United States. Governed by a locally elected Board of Trustees, the Coast Community College District plays an important role in the community by responding to needs of a changing and increasingly diverse population.

THE COAST COMMUNITY COLLEGE DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER:

The Coast Community College District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information.

Coast Colleges is an Equal Opportunity Employer

APPLICATIONS MAY BE FILED ONLINE AT:
http://www.cccd.edu

Position #5-C-17
INSTRUCTOR, MATHEMATICS
SB

1370 Adams Avenue
Costa Mesa, CA 92626
714-438-4714

jobs@cccd.edu

Instructor, Mathematics Supplemental Questionnaire

* 1. Are you applying for equivalency? (An application for equivalency is required if you do not possess the minimum qualifications for this discipline.)

❑ No. I am not applying for equivalency. I already possess the minimum qualifications for this discipline area.
❑ Yes. I have attached the application for equivalency.

* 2. Have you taught eight (8) or more semesters for the Coast Community College District? (Per the Agreement between CCA - CTA/NEA and the Coast Community College District)

❑Yes ❑No

* 3. Have you taught a minimum of four (4) semesters for the Coast Community College District in the last three (3) years in the discipline for which you are applying? (Per the Agreement between CCA - CTA/NEA and the Coast Community College District)

❑Yes ❑No

* 4. If you answered yes to any of the above questions, what was your start date and teaching locations? (Coastline College, Golden West College, and Orange Coast College) Respond with N/A if this does not apply to you.

* 5. Coast Colleges with be holding a "Hire Me" workshop on or around February 19, 2016. Would you be interested in attending the workshop?

❑Yes ❑No

* 6. Are you planning on attending the 2016 CCC Job Fair in Los Angeles January 30, 2016?

❑Yes ❑No

* 7. Please provide a brief response to your evidence of teaching experience in at least two of the following areas: Foundation/developmental mathematics; transfer level mathematics; statistics; math for k-12 teacher preparation; strategies and approaches for diverse learning styles.

* 8. Please provide a brief response to your successful college or high school experience teaching mathematics or teaching assistantship in mathematics at the college level.

* 9. Please provide a brief response to your evidence of involvement in mathematics and mathematics education such as: conferences and workshops; membership or committee involvement in professional organizations; design, review, and evaluation of curriculum; professional developmental activities; applications of mathematics outside the classroom.

* 10. Please provide a brief response to your successful teaching experience working with diverse populations.

* 11. Please provide a brief response to your experience using course management systems to create and teach online mathematics courses.

* 12. Please provide a brief response to your experience using technology to improve student learning, such as course management systems, online homework systems, computer algebra systems, spreadsheet and statistics software, graphing calculators and social media.

* 13. Please provide a brief response to your experience using a variety of methods of instruction to engage students, such as collaborative or active learning.

* 14. Please provide a brief response to your high level of scholarship and a solid background in mathematics.

* 15. Please describe your experience using Student Learning Outcomes to drive teaching and learning.

* Required Question