

Denise Hum has notified the Division that she is resigning her position at Canada College effective the end of the summer session 2016. The Math Department and Division have reviewed the needs for the position and this needs assessment indicates that we need to fill this open position ASAP.

Questions to be Asked/Answered for Hiring Replacement of Faculty Positions

**1) Does the loss of a faculty member bring that department to having NO full-time faculty?**

No. The Math department will have 6 full-time faculty members without Denise.

**2) Are there any special regulations such as law, Title 5, Education Code, Student Success Initiative, or accreditation standards, etc., that would require a minimum of one full-time faculty member?**

No.

**3) Are the offerings/services in the department integral to transfer pathways (required courses) or to CTE programs? Or, are all of the offerings general education?**

The offerings in the math department are integral to the college as a whole. Nearly every student at Canada College takes a math class. Math classes range from basic skills to calculus.

**4) Does the request support the goals of the college strategic plan located in the Educational Master Plan?**

The mission of the Cañada Mathematics department is to provide a foundation for a liberal arts education and for the study of the sciences. This is accomplished by providing students with a broad range of courses designed to develop basic skills in computation and quantitative reasoning, to meet the transfer requirements for colleges and universities, and to meet the needs of occupational training programs.

This department mission is core to the mission of the college as a whole. Much of the focus of the math department in the past few years has been around EMP goal #5 Improve the persistence and transfer rate of students enrolled in transfer classes and #11 Improve the number of certificate and degree awards. The acceleration work has been based on the date about completion through long sequences (EMP goal #1 Base all curricular and programming decisions on data driven strategies).

**5) Are the offerings/services in the department rapidly changing, related to technology standards, or closely connected with local industry needs and/or standards?**

The department is involved in a number of initiatives:

- Acceleration- Path to Stats and Fast Track to Calculus, MATH 243
- Common core – As students arrive here having common core math in high school, are changes needed in the community college math classes?
- Multiple Measures and Common Assessment – reviewing cut scores, GPA and high school grades
- Contextualized learning for STEM math pathways – funded by NSF

FT Math Faculty Replacement  
Summer 2016

- Reading Apprenticeship – MATH faculty have taken a leadership role in RA for STEM
- MathJam – While the learning center has taken over the running of Math Jam, math faculty are still integrally involved.

**6) Do the data indicate a demonstrated program/service need?**

In Fall 2015, the total FTEF for math was 13.16 and in spring 2016 it was 13.06, so dropping from 7 to 6 full-time faculty puts the department below 50% FT faculty. Load for the math department is regularly over 550 (609 for fall and 562 for spring).

**7) Is this request in your Annual Plan?**

The Math department last completed a program review in 14-15. At that time, we had no idea that this position would be opening.