## I. Team Members

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<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Deborah M. Levin</td>
<td>Team Member</td>
<td><a href="mailto:deborah.levin@marin.edu">deborah.levin@marin.edu</a></td>
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<td>Team Member</td>
<td><a href="mailto:deborah.levin@marin.edu">deborah.levin@marin.edu</a></td>
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## II. Program Review Committee

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<th>Committee (Chairs)</th>
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<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
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<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
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<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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## III. Vice President of Academic Affairs

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<tr>
<th>Name</th>
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<tr>
<td>Nick Chang</td>
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## IV. Board of Trustees President

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Eva Long</td>
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Program Overview—Introduction
Chinese-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

Chinese (Mandarin) currently has two grammar courses, 101 and 102, which articulate to the UC and CSU systems. It also has Chinese 110 and Chinese 112, which are courses in conversation which transfer as electives to the CSU system. Chinese offers between 8-12 units each semester, usually a combination of two grammar classes and one conversation class. There are two part-time instructors who teach Chinese at COM; both are ETCUMs.

II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

Chinese 101 and Chinese 102 can be taken by Marin high school students to satisfy their foreign language requirement for entrance to college. In addition, Chinese 101, satisfies the IGETC requirement at COM for community college students wishing to transfer to four-year colleges. Both Chinese 101 and 102 articulate to the CSUs and UCs, and as such, prepare students, for the third semester of Chinese grammar at those schools. They are pathways to a major in Chinese. Many persons are taking Chinese to prepare for the coming commerce and economy with China. Other students, Chinese Americans, are hoping to recapture their early skills in Chinese, by the review offered in these courses.

III. Students Served
Briefly outline what students are served in your program.

At the introduction of the Chinese discipline in Spring 2004 at COM, 45% of the student population was in the 18-24 age category. Although the headcount numbers in Chinese are still very small in Spring 2008, the percentage of students in that same category decreased by 18% by Spring 2007 while those in the 17 and younger age group rose by 12%. The interesting finding is that the students 50+ increased by 19%, making the student clientele distribution "bimodal" in the Chinese discipline. This can be interpreted by saying that high school students probably came to COM for the study of Chinese in the last couple of years and that older adults are now finding their way into the study of Chinese as well. The Chinese discipline began with a larger proportion of female to male students, 6:3, but more recently, the inverse is the case, with fewer female to male students, 3:6! Chinese began with only 40% white students in 2004 but has now changed to 59% white students in Spring 2007. Related to this statistic, is the decrease in Asian students from 48% in 2004 to 20% in 2007.

IV. Program History
Briefly outline the recent history of your program.

Chinese 101 was first offered at College of Marin in Spring 2004. It immediately attracted 35 students! It was again offered in Fall 2004 and two more courses, Chinese 102 and Chinese 110 were developed, sent through the Curriculum Committee and offered in Spring 2005. These are popular courses, but it is sometimes difficult to find and retain instructors to teach the courses. Instructors at the community college level are required to have masters degrees and at the moment, there are not many teaching professionals with those credentials. Although the enrollment numbers in Chinese are small, they are growing in relationship to the downward numbers of the College's WSCH, headcounts and load. More young students are taking Chinese in relationship to older students (50+). There are many non-white students taking Chinese, although the majority of the student population today is white. A growing number of males compared
to females are taking Chinese. This is interesting because in all of the Romance Languages, more women than men study those languages.

Attachments:
List and briefly describe any attachments
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Chinese-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: A good proportion of the students, but not a clear majority
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

1. n/a
2. n/a
3. n/a
4. To provide students with a basic knowledge of Chinese language and culture.
5. To provide students with a basic knowledge of Chinese language and culture by
completing appropriate courses that fulfill requirements for transfer.

III. How does your program/discipline help students meet these goals?
1. n/a
2. n/a
3. n/a
4. Since many lifelong learning students already possess degrees, opt to take courses pass/not pass. Some lifelong learners enjoy focusing on conversation skills in the conversation classes. Other lifelong learners prefer learn or relearn Chinese grammar. Students are introduced to a range of Chinese cultural topics. Chinese courses emphasize all aspects of language - written, oral, aural, and reading.
5. The Chinese language discipline offers Chin 101 and 102 which transfer to UC/CSU. High school students take transferable courses for college as well as high school credit. Students meet their goals by using current language teaching materials and methods.

IV. How do you measure your success?
Quizzes, written assignments, oral assignments, final examinations.

V. How do you make sure your students are able to get through your program in a timely fashion?
1. n/a
2. n/a
3. n/a
4. 23% of the students taking Chinese are over 45 years old. Since many lifelong learning students already possess degrees, opt to take courses pass/not pass. Some lifelong learners enjoy focusing on conversation skills in the conversation classes. Other lifelong learners prefer learn or relearn Chinese grammar. Chinese courses emphasize all aspects of language - written, oral, aural, and reading.
5. The Chinese discipline offers Chinese 101, 102 which transfer to UC/CSU. Chinese 110 and 112 transfer to the CSU. High school students take transferable courses for college as well as high school credit. Students meet their goals by using current language teaching materials and methods.
Student Access and Success
Chinese-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Chin 101 88% of the students are passing in the 20-24 age group. In all other age groups, at least 70% of the students are passing.
Chin 102 100% of the students are passing in all age groups.
Chin 110 100% of the students are passing in the under 20 and 20 to 24 age groups.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development
Other:

Since there may not always be enough students who continue from Chin 101 to Chin 102, it is difficult to guarantee that this course will be offered. It would be useful to provide ongoing recruitment and outreach regarding the benefits of all Modern
Languages.

V. Please explain and provide additional details regarding your choices above:
Student Learning Outcomes
Chinese-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline’s requirements for each degree or certificate?

   Students will be able to use Chinese speaking, reading, and writing, and will have an understanding of cultural aspects of the China.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?
   i. Written, Oral and Visual Communication

   Students demonstrate their ability in written Chinese by successfully completing paragraph writing assignments for the level of Chinese in which they are enrolled.

   Students demonstrate their ability in oral Chinese by successfully giving oral presentations in Chinese.

   ii. Scientific and Quantitative Reasoning

   no

   iii. Critical Thinking

   Students consider learn about Chinese cultural topics that
provide a basis for comparison and discussion with regard to American culture.

iv. Problem Solving

Learning the Chinese language involves problem-solving throughout the process as students learn to use correct language forms in appropriate communicative situations.

v. Information Literacy

Students investigate and analyze topics related to China for class discussion.

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?
   None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

   i. Written, Oral and Visual Communication
      All Chinese courses address this outcome.

   ii. Scientific and Quantitative Reasoning
      Chinese 101 and 102 courses address this outcome.

   iii. Critical Thinking
      All Chinese courses address this outcome.

   iv. Problem Solving
      All Chinese courses address this outcome.

   v. Information Literacy
      All Chinese courses address this outcome.

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
   Yes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

   3. Assessment:
      i. How often do you assess these SLOs?
100% informally through class tests.

3. Assessment:
ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:
iii. What improvements have you made or do you plan to make in the future?

3. Assessment:
iv. What do you plan to assess this year? Who will you assess? How will you assess?
Faculty Members
Chinese-2009

I. Program Faculty
List of Faculty Members and Total Faculty Units separately for Fall, Spring and Summer

<table>
<thead>
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<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
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Leadership: List involvement in committees or other service

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List of Faculty Members and Total Faculty Units separately for Fall, Spring and Summer

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<th>Last Name</th>
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Leadership: List involvement in committees or other service

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.
5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Program Summary
Chinese-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Chinese discipline offers four courses, Chinese 101, 102, 110, ad 112 that are taught by two part-time instructors. The instructors work with students to provide a strong base in this language.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Resources required to exceed the college goals include improved technology in the classrooms (i.e., more smart classrooms.)

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

VI. Other concluding remarks.