## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Freschi</td>
<td>Primary Team Member</td>
<td><a href="mailto:kathryn.freschi@marin.edu">kathryn.freschi@marin.edu</a></td>
<td>485-9356</td>
<td>Italian; Modern Languages General</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:kathryn.freschi@marin.edu">kathryn.freschi@marin.edu</a></td>
<td>Team Member</td>
<td><a href="mailto:kathryn.freschi@marin.edu">kathryn.freschi@marin.edu</a></td>
<td>7356</td>
<td>all</td>
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## II. Program Review Committee

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

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<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>
<td></td>
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</table>
**Program Overview—Introduction**  
**Italian-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.

The Italian discipline currently offers 20 units in Fall semesters, 24 units in Spring semesters and 4 units in Summer sessions. It concentrates mainly on the grammar series (Italian 101, 102, 203 in Fall and 204 in Spring) with an occasional offering of Italian 108, the Film/Culture course. There is a conversation series Italian 110, 112, 114 but because of a lack of units, the Administration has decided to concentrate on grammar classes. There is one full-time faculty member in Italian, who is currently on phased-in early retirement. There are two other ETCUMS in Italian who teach courses when units are available. There is also full-time faculty member in Spanish who can teach Italian.

**II. Program Purpose**  
Pathway:

Briefly describe how your program fits into the pathways you have chosen.

Italian is one of the Romance language options for students at COM. One semester, or Italian 101, fulfills the IGETC requirement, or "a language other than english" degree transfer requirement, at a four year college. Italian 102, 108, 203, 204, 225, 226, 249 also satisfy humanities requirements at transfer institutions. Since many Marinites travel to Italy or are of Italian descent, the study of Italian also appeals to them. Since Italian is only offered in a few private high schools in Marin, there are many public (and some private) high school students who take Italian to satisfy their high school foreign language requirement.

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

Since 2002, the percentage of young students (age 24 and below) has increased compared to the percentage of older students (50+). In the early days of its existence, the Italian discipline attracted a much older student clientele, but the trend in the last five years has been for a younger student clientele in Italian. Perhaps this is because there are now more high school students who take Italian in our late afternoon, Saturday and evening classes. (Italian is offered by only a few private high schools in Marin County.) There are more females than males who study Italian and the ethnicity of the students is predominantly white.

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

The Italian discipline was born at College of Marin in 1987 with the reassignment of an administrator into the faculty who was credentialed to teach the language. It has gone through many enrollment cycles in this twenty-two year time period, reaching an all time enrollment high in 2000-2001, perhaps correlating with the high of the stock market, the ability of many persons to travel to Italy, and the fact that Italy had not yet converted to the euro dollar. In the last six years, 2001-2007, the headcount in Italian has dropped by about 30% in both Fall and Spring semesters, despite some upward movement in Spring 03 and Fall 03. This overall trend has been similar in the other Romance Languages, French and Spanish and is parallel to the overall percentage drop in headcount of 28% at COM in the same time period. One of the unique characteristics of Italian is the strength of its afternoon, evening and Saturday student enrollments (high school students). Also, there is a strong Italian cultural interest in Marin County which is evidenced by long-standing events such as the Italian Film Festival. These kinds of events parallel and support the interest in the...
study of the Italian language and culture. SRJC has also recently added a full-time faculty member in Italian to its Modern Languages Department. Since City College of San Francisco also has one full-time FTE in Italian, it is interesting that there are now three colleges in a near geographical region that have full-time FTE in a "minor" language. Statewide enrollment trends in Italian have moved up in the last five-year period and more institutions, especially in Southern California, are planning on adding full-time faculty in Italian.

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.
Italian-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: To a great extent/ a majority of the students
Transfer Major: Some students

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

The Italian discipline's most active Pathway is that of Transfer, particularly for students who are trying to satisfy the IGETC requirement. The discipline has developed specific SLOs, such as learning the appropriate grammar, comprehension and speaking skills at each course level, learning the cultural differences between Italy and their native country, and incorporating technology into their learning of Italian.
Italian serves some students in its Lifelong Learning Pathway. These students are accommodated in the overall Transfer format of the class and often bring a new dimension of experience and excitement to the class, regarding past and future trips to Italy. Often these students have studied other languages. The Italian Discipline works to retain and attract such students because they are helpful in encouraging the participation of the transfer student in the work to be done.

There are a small but significant number of students who transfer to four-year institutions to major in Italian. We have also served students in our program who return to COM to take Italian in order to be in a Master's Program in Italian.

Finally, Italian has a few courses in the Cultural Enrichment Pathway: Italian 108 (Literature and Film), Italian 228 (Conversation Through Film), and the entire Conversation Series (110, 112, 114). We have experienced high enrollments throughout the Conversation series in the last two years, and, in particular, during the Summer Session when there are no Italian classes offered through Community Ed. Our short course, Italian 108, was very successful in Spring 2009. Because of the College's current direction to offer only core courses in the near future, it is not clear when Italian 228 will be scheduled.

III. How does your program/discipline help students meet these goals?

Italian, together with the Tutoring Office, has improved the availability and rigor of its academic tutors in Italian. This has helped more students to succeed in Italian between 2008-2009 and retained more students to continue into the advanced classes. The use of many technological materials has helped students to study on their own.

IV. How do you measure your success?

Italian faculty administer frequent quizzes, comprehensive midterms, and comprehensive finals. We also assign on-line work and presentations on assigned topics during the semester. We also administer qualitative and quantitative exams to students regarding their satisfaction with the course, on a per semester basis.

V. How do you make sure your students are able to get through your program in a timely fashion?

Faculty in the Italian discipline adhere to a detailed, precise syllabus in all of their courses. They refer students to academic tutors, early on in the semester. Italian courses are scheduled in time frames that have proven popular with various student markets; continuing, higher level classes, connect with the time frames of previous classes. There is sometimes a lag time for students who might take an evening Italian 101 time in the Fall Semester, and because of a lack of teaching units, may not be able to pick up an evening Italian 102 until the following Fall Semester. Italian 102 is usually scheduled in the daytime in Spring semester. This does not help a student to easily continue in Italian.
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?

In 2008-2009, the Italian discipline has put increased emphasis on connecting students with academic tutors. The number of students using the College's tutors has grown fifty percent in this year. This new emphasis has taken place in order to increase student success in Italian and it has proven valid, as seen by student grades and retention. We appreciate the cooperation of the Tutoring Center staff in accomplishing this.

Many Italian classes are now offered in late afternoons and evenings. This time frame draws not just adult learners but high school students who do not have access to Italian in local high schools. Particularly, the 4-6 p.m. time frame, is very popular for both 101 and 102 levels.

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 us 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.

Since Italian seems to be serving a younger clientele now as opposed to ten years ago, there is evidence that many younger students do not anticipate the rigors of a five unit course. If they have studied a language in high school, they may not realize that college language courses move twice as fast as high school courses. Also, there is evidence that a growing percentage of hispanic students enroll in Italian, thinking that it may be an easy language, similar to Spanish, to study. Unfortunately, this assumption does not always prove to be true. Also, lifelong learners may choose to study Italian for purposes of travel. A certain percentage of them have forgotten the rigors of test taking, etc. Therefore, student success in these three groups needs to be better addressed.

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.

Increased academic tutoring in Italian has increased student retention and is also ensuring on-going students in the advanced levels of Italian 203 and 204. Also, a more detailed syllabus plus a comprehensive midterm help keep the students on track.

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:

V. Please explain and provide additional details regarding your choices above:

Italian grammar classes are regularly scheduled at IVC, and we would like to offer the 101 and 102 classes in the evening at IVC once per year. This is a scheduling which draws students from North Marin and Sonoma counties. The discipline will explore a hybrid Italian text in the future in order to appeal to the learning styles of younger students.
Facilities Questionnaire
Italian-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

Olney Hall, where Italian classes are mostly scheduled, is a dark, unhealthy and difficult place for students to learn comfortably. Lighting, heat and air conditioning are very poor. These factors make learning a challenge in Italian, or in any discipline.
Curriculum
Italian-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

Italian courses are regularly updated and the textbooks are frequently changed. New editions of texts frequently contain more advanced technology. New updates in Italian courses will occur again in Spring 2010.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

Italian faculty will prepare a request for an A.A. Degree to submit to the Chancellor's Office. We believe that this will be an additional recruitment tool for the Italian Program at COM.

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

The Modern Languages Department hosted a joint workshop in February 2009 to discuss ways for ESL to collaborate with our languages to develop learning communities. It is still not clear how Italian would link with ESL classes and students, although there may be a rationale given the increasing number of hispanic students who take Italian classes.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

A new course, Italian 228, or Advanced Italian Conversation and Culture through Films, was developed recently. The goals of this course are to encourage student learning and success at higher academic levels. It is not clear, however, when this course will be offered, due to the Administration's recent policy to not offer such courses. The current thrust is to put monies into core areas, such as English, Math and ESL.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Italian will move towards the use of hybrid courses in the future.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.
Student Learning Outcomes
Italian-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?

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
   ii. Scientific and Quantitative Reasoning
   iii. Critical Thinking
   iv. Problem Solving
   v. Information Literacy

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
      Italian 101, 102, 203, 204, 225/226, 108,110, 112, 114, 228
   ii. Scientific and Quantitative Reasoning
   iii. Critical Thinking
   iv. Problem Solving
   v. Information Literacy

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

Yes, all course outlines in Italian include SLOs. Italian courses will be completely updated, however, within Spring Semester 2010.

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

All (100%) of faculty members in Italian include SLOs in their course syllabi.

3. Assessment:
   i. How often do you assess these SLOs?

   The goal of faculty in the Italian discipline is to assess SLOs once per year.

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?

   Adoption of new texts which have increased technological features. There is already a goal to encourage the use of technology in the teaching of Italian, but this will be enhanced in the future. Increased teaching rubrics and student surveys will be used.

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?

   Students will be assessed, using questionnaires, about their ability to utilize existing technology in learning Italian and their readiness to take greater steps.
I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
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<tbody>
<tr>
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Broad Category (for example in Chemistry - "Chemicals")
New course materials, including videos and workbooks

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<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tr>
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Type: None  
How Long?: Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   A

2. Is it necessary for students to succeed in a series of courses?
   Yes.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   The supplies request for Italian will benefit existing students and become an incentive to attract new students.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   New videos and workbooks are important to add to the cultural SLOs of the teaching of Italian. Also, they represent an additional and non-traditional approach to learning grammar.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   These outcomes will be measured by increased student retention and evidence of increased numbers of transfer students in Italian classes.
II. Miscellaneous Instructional Materials Account

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: This is for things to help faculty teach - not necessarily used directly by students, such as supplemental materials, audio/visuals/maps, subscriptions, etc.

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<th>Annual Cost</th>
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<th>Discipline Area</th>
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<td>Italian</td>
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What kind of things do you generally use this money for?
movies, videos, new work/conversational manuals

Justification for Item (See Rating Rubric)

1. Who will use these materials? How? Will it be shared with other disciplines?
Students in Italian will benefit from these new materials.

2. How will these materials benefit student learning?
Student learning will be improved by new cultural materials and ideas/formats for conversation in Italian.
# Faculty Members
## Italian-2009

### I. Program Faculty

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freschi</td>
<td>Kathryn</td>
<td>H.</td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other program(s):
  - No

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<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
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**Years of Service:** 29

**Specialty:**
- Italian grammar, literature, film

**Leadership:** List involvement in committees or other service
- Academic Senate, Department Chair 2000-2007, Union Executive Committee, Study Abroad, Dean of Community Education and Services

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Labriola</td>
<td>Caterina</td>
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**Status:**
- Adjunct, ETCUM
- N

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**Years of Service:** 20

**Specialty:**
- Italian grammar, literature, film

**Leadership:** List involvement in committees or other service
- International Film festival

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

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<th>First Name</th>
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<tbody>
<tr>
<td>Pagani</td>
<td>Rossana</td>
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**Status:**
- Full-time, tenured
- No

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<tbody>
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**Years of Service:** 10

**Specialty:**
- Italian grammar and literature, Spanish grammar and literature.
Leadership: List involvement in committees or other service
Curriculum Committee, Curriculum development, Study Abroad, SLO committee, Assessment.

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
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<tbody>
<tr>
<td>Smith</td>
<td>Diusca</td>
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Status: Adjunct, ETCUM

Shared W/other program(s):

Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total)
12.00         | 00.000       |               |

Years of Service: Specialty:
6 Italian grammar, literature, Curriculum Committee, since Fall 2008

Leadership: List involvement in committees or other service

Additional Teaching Unit Requests

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.
# Non-Instructional Support Staff

**Italian-2009**

## I. Current Support Staff

**List of Support Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mina Namvar</td>
<td>Clerical</td>
<td></td>
<td>10</td>
<td>5Classes</td>
</tr>
</tbody>
</table>

**Leadership:** List involvement in committees or other service

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**List of Support Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mina Namvar Full-Time</td>
<td>Clerical</td>
<td></td>
<td>5</td>
<td>0Classes</td>
</tr>
</tbody>
</table>

**Leadership:** List involvement in committees or other service

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## II. Request for additional support staff

(clerical, lab tech, IS, comp tech, tutor, etc.)
Program Summary
Italian-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 Italian discipline has made new inroads this year to meet the demands of its younger student clientele and also to address unmet needs for Italian conversation classes. Enrollments in the conversation and literature classes have been good, although we are now told that the College cannot offer such courses, given the demand for core courses in other areas.

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).

Key resources include maintaining the TU allocations in Italian, including a possible permanent increase in TU in summer sessions.

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

The Italian discipline will continue to pursue linkages with the Museo Italoamericano in San Francisco and with the Italian Consulate. This will ensure cultural opportunities for students and also possible new resources for the discipline.

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?

Between 2008-2009, the Italian discipline offered more conversation and short, literature courses. These attracted a wide variety of students and better addressed our SLOs which were more culturally related. Since these are topics which are not always covered in the grammar classes, due to time constraints, they contributed to student access, retention and success in Italian.

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.

Italian is asking for teaching units to guarantee course levels 101 and 102 at IVC on a permanent basis. The overall rationale is to draw transfer students from the North Marin and Sonoma areas, who might have been tempted to take these classes elsewhere.

VI. Other concluding remarks.
When the Italian Credit Program was founded twenty-three years ago at COM, it was not clear if it would survive, or if it were ever to offer the 203 and 204 advanced levels of the language. Today, we still see strength in the Italian discipline, with many students transferring into transfer majors of Italian at four year institutions. There are many students who choose to complete their IGETC requirements with Italian as the language of choice; many local high school students take our Italian courses because they are not able to take Italian at their schools. The COM Italian Program is one of the few, full-service programs of Italian in the State of California at the community college level.