## 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>Kathryn Freschi</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>
<td></td>
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</tr>
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</table>

## II. Program Review Committee

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

## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
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</table>

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
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</tbody>
</table>
Program Overview—Introduction
Modern Languages-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 College of Marin Modern Languages Department is comprised of six disciplines: Spanish, French, Italian, Japanese, Chinese, and American Sign Language (ASL). Four of the six disciplines (Spanish, French, Italian, Japanese) offer the complete lower division curriculum in the language in preparation for the undergraduate major available at four year colleges and universities. Our Department is therefore a "feeder" institution to these majors in four year colleges. All Modern Language courses transfer to either the UC or CSU schools. Many of the transfer students in all of our language disciplines take the 101 courses to fulfill the IGETC requirement for "language other than English". Courses numbered 102, 203, 204, 225, 226, 228, and 230 also fulfill the IGETC Humanities 3B requirements. The faculty in our disciplines are dedicated, participate in conferences and workshops in their areas, and are up-to-date in technological approaches to language teaching. There is currently only one full-time member (Spanish) in a department which offers 140+ units per semester. This is in sharp contrast to the seven full time members that existed in our Department as recently as fifteen years ago. The Modern Language Program is not adequately staffed to do all of the work that it is required of a Department of its size. Part-time faculty members often teach only one to two classes at College of Marin and must teach elsewhere to earn a living. Representation on committees throughout the College, updating of existing courses and new work in course development and renovation is being done in our Department by a small number of full time and part time faculty.

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

1. All six language disciplines contain the grammar and conversation course sequences which enable students to complete requirements to transfer to four year colleges. 2. Two language disciplines, French and Spanish, confer an A.A. degree. 3. Using the basic skills component of all of our six language disciplines, a student can enter a vocational field to perform some level of work. 4. At the professional course level of the Spanish discipline (Spanish 120, 121, 122), students can perfect their vocabularies, hone their cultural sensitivities and become informed of the issues that will arise in their fields of real estate, teaching, and health care with Hispanic clients. 5. Through our Study Abroad Immersion option, students may take transfer courses, explore global issues and internationalization of the economy and prepare for the basic skills of language on the job or refresh language skills for lifelong learning.

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

1. Students in the Modern Language Department take courses in order to transfer to four year institutions, to complete IGETC requirements, to address vocational needs, to meet high school requirements and to enjoy a language as lifelong learners. 2. Student characteristics vary according to the language discipline that is studied. In the Romance languages (Spanish, French, Italian), the students tend to be white and female. 3. Until recently, the students in Italian and French were also older, or in the 50 and above age group. 4. The Spanish discipline, however, has historically commanded about 25% of its students in the 25-49 age category. 5. The demographics of all of the languages show trends towards younger students. (17 and younger, and 25-49 age categories) 6. Japanese and ASL have the highest percentage of 17 and younger students. 7. Japanese has the highest percentage of male students (75% Fall 05) of all
of the language disciplines, and more male students study Chinese today than at the inception of the program in Fall 2004. 8. An equal number of males and females take Chinese and ASL. 9. Still, a majority (50%+) of white students take all language disciplines.

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

1. In the last five years, the Department has encountered a demand for classes in the late afternoon time frame, 4-6 p.m., and is scheduling more aggressively in this time slot. 2. In the last five years, there has been a 25% drop in enrollments in the Romance Languages (Spanish, French, Italian) at College of Marin. 3. Although there has been a drop in Spanish and French enrollments at the State level in community colleges in the last five years, enrollments in Italian have gone up by 9% in this same time period at the State level. 4. The drop of 201 enrollments in the Romance Languages (25% of total Modern Languages enrollments of 838) was softened by the addition of 170 new enrollments from Japanese, Chinese and ASL in this same time period. 5. These new enrollments in Japanese, Chinese and ASL offset the enrollment drop of the Romance Languages, so that the Modern Languages Department only lost 5% of its enrollments in this five year time period. 6. While College of Marin lost 25% of its total enrollments between 2002 to 2006, the Modern Languages Department only lost 5% of its total enrollments – due in part to the mitigating forces of Chinese, Japanese, and American Sign Language classes.

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.
Modern Languages-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: Some students

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: Some students

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: Some students

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

1. Transfer Pathway – All Modern Languages disciplines aim at teaching students how to converse in and understand the target language. Each discipline teaches about the culture of the target language. Each discipline aims at making students ready for the next level of instruction, possibly at a four year institution. At higher levels of language classes, our language disciplines aim at teaching students to communicate in abstract and philosophical terms plus exposing students to literature, poetry, and other artistic and cultural aspects of the target language.
2. Lifelong Learning Pathway – All Modern Language disciplines welcome community
members who may not wish to earn transfer units for their work. All language classes, however, are conducted with the rigor required of transfer classes. Lifelong learners are welcome to fit into this format and are frequently leaders in the class.

3. Career and Technical Education - Spanish offers a Medical series (120, 121) which addresses the career needs of health care personnel.

4. Cultural Enrichment - Spanish, French and Italian offer courses in film, literature and cultural enrichment. These classes are well attended and appreciated by students.

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

All Modern Language disciplines choose, monitor and coordinate with tutors to better understand and practice language principles. There is an increasing movement to include new technological and hybrid approaches to language instruction, thus increasing the opportunity for independent practice on the part of the student. Language instructors encourage and sponsor cultural events related to the language taught. The Modern Language Department sponsors a yearly International Film Festival; each language discipline showcases a film, during a six-week Friday night series. This have proven to be a well-attended event, attracting many new students, and celebrating the international presence at College of Marin.

IV. How do you measure your success?

Monitoring retention rates, maintaining good enrollments in the advanced language classes, and successful classes at IVC are among the measurements of success of our disciplines.

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

We adhere to the schedules in our syllabi, refer students who are falling behind to tutors, encourage technology for student independent practice and maintain an excitement level, regarding the language and its culture, by infusing cultural activities and current events in the classes.
Student Access and Success
Modern Languages-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?

All of our language disciplines schedule classes in the late afternoons and evenings. This is a popular time frame for working adults and high school students. Many language disciplines are switching to texts which feature a hybrid approach to language learning, thereby offering more opportunities for students to practice and to learn independently. Several language disciplines offer beginning level grammar courses at IVC and expect to offer second semester courses during the coming year. This is having the effect of drawing students from locations which previously have been dominated by other schools.

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.

Our Modern Languages faculty believe that assessment testing would be extremely helpful in improving student success and retention rates. It would refer students to the correct class level at the outset. Perpetual Technology Group of Ogden, Utah has been determined to offer the kind of service that would improve the success rates of students of Spanish, French and Mandarin. Italian would design its own interactive testing system. Our Department is asking for one more semester of IRD funding to get this program implemented. The concept was initially agreed to in Spring 2008 through IRD funding. More faculty work is required to implement the program.

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.

Assessment placement testing would also improve student retention. Our Department will re-introduce this concept in the next IRD cycle.

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
Curriculum change in all of the languages could be accomplished through greater use of technology in the texts chosen. Although most classes in our area are currently scheduled according to student demand, more open-mindedness is needed about placing more courses at IVC, a newly attractive place because of problems at SRJC.

V. Please explain and provide additional details regarding your choices above:
Facilities Questionnaire  
Modern Languages-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.)

Modern Languages classes are scheduled mainly in Olney Hall. Occasional classes, especially those in the summer session, are scheduled in Harlan Center. Olney Hall is an outdated, ill-lighted, noisy and often filthy place to conduct classes. The carpets are frequently torn and present a hazard for instructors and students alike. There are no smart classroom features at this point. Our faculty hopes that some bond monies will be spent on Olney Hall. Modern Languages classes, although serving primarily transfer students, do not receive the same treatment as other transfer classes and students.
Curriculum
Modern Languages-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.

Spanish, Italian and French will be updating outlines, texts, and student learning outcomes within Spring Semester 2010. Chinese, Japanese, and American Sign Language, having completed these updates more recently, will do revisions within the next two years.

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 be creating a proposal for an A.A. Degree in Italian. We hope that this will be seen as an incentive for new students to study Italian 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.

In February 2009, the Modern Languages Department hosted a cross-campus workshop to discuss learning communities with other departments. This meeting was attended by primarily ESL and English Departments. There was evidence of desire to cooperate, although a specific IRD proposal should probably follow up on this.

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.

Spanish has led the way in developing new hybrid curricula in our Department. Since younger students learn with new technology, it is necessary to design future curricula with this new learning style in mind. We will write new IRD proposals to accomplish this in each discipline.

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.

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
Modern Languages-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?

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
   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 of our course outlines include Student Learning Outcomes.

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

100%

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

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?
Technology Requests
Part II : Hardware for Lab and Classroom
Modern Languages-2009

I. Technology Requests-Hardware for Lab and Classroom or other student use
This section will be filled out by faculty and reviewed by the Department Chair, the Area
Dean, the Technology Committee, IPC and Budget.

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<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
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<tbody>
<tr>
<td>01</td>
<td>200 Students</td>
<td>Computer</td>
<td>Spanish/Italian</td>
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Description and part number for ordering:
Dell Computer

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<td>$1,100.00</td>
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Type
College-wide
New

Discipline-Specific
Out-of-class
Assignments

If this is an upgrade or replacement, please briefly describe your existing equipment in terms
of age and capability or lack thereof:
My existing computer is from 2002 and completely inadequate to accomplish the
necessary work.

Item to be shared with the following Department/Program: (Include any shared expenses)
No

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?
1

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so,
how? (Cite code)
n/a

3. How will the quality of instruction be improved for student learning and success? Is it
necessary for students to succeed in a series of courses?
It will allow the faculty member to conduct necessary business, in a timely manner.

4. 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?
n/a
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

n/a

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Additional Justification for this item:
# Instructional Operating Supplies

## Modern Languages-2009

### 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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<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>1,200 Students</td>
<td>Modern Languages</td>
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</table>

**Broad Category (for example in Chemistry - "Chemicals")**

Instructional supplies and materials

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<th>Previous Cost</th>
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<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
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</tbody>
</table>

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

- videos, DVDs, new dictionaries, books

**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?

- to enhance student learning
- to bring new technology to the students

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?
   - Improved instruction will attract new students and better serve existing ones.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   - Improved retention.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   - By qualitative and quantitive assessments
Non-Instructional Requests

Part II : Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

Modern Languages-2009

II. Other Non-Instructional Costs

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

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Previously funded ongoing expense</td>
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</table>

**Description and part number for ordering:**

Five of the Modern Languages (French, Italian, Chinese, Japanese and ASL) receive $300 annually. Spanish, being the largest discipline, receives $600.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
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<tbody>
<tr>
<td>2100.0</td>
<td>2100.0</td>
</tr>
</tbody>
</table>

**Justification**

**Please comment on request in terms of how it benefits your program, faculty and/or students:**

These monies enable our instructors to update course materials, videos, maps, and other aids for the classroom. These materials benefit students and faculty alike.
I. Program Faculty
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.

As of Spring 2010, there is only one full-time faculty member in Spanish. Spanish offers 60+ units per semester. More than 40 units per semester are taught by part-time instructors of Spanish. As of December 2010, there will remain one full-time faculty member in Italian who must also share her load and expertise in Spanish. A full-time faculty member, solely dedicated to Italian, who has served for 23 years, will retire.

There are no full-time faculty members in French, Japanese, Chinese and American Sign Language. There is tremendous need for a full-time faculty member in our Department to represent the Department and do the work of the Department.

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?

There are no units taught by RETCUM faculty in our Department at this time.

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.

Rossana Pagani, full-time faculty member in Spanish and Italian, was hired in 2000.

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).

There has been no reduction in teaching unit allocations as a result of FT faculty retirements.

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

There has been a reduction in units, recently, because of a short of emphasis from teaching conversation and literature classes, to the teaching of grammar classes solely.

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
Modern Languages-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.

1. The Modern Languages Department has reached out to new kinds of students in the past five years, while still serving its transfer, vocational and lifelong learning functions. 2. The Modern Languages Department founded the Study Abroad Program at COM in 2006, thereby introducing immersion opportunities for students in its own disciplines. 3. Four of the six modern languages disciplines (French, Spanish, Italian, Japanese) offer the complete lower division course sequence. This serves as a recruitment device for transfer students interested in the major and for those interested in lifelong learning. 4. The Modern Languages Department has recently developed an International Film Festival which draws in language specific crowds every Friday night in Spring semesters.

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).

1. Since younger students are becoming more common in all of the credit language disciplines, they must be taught using methodologies which have played a role in their prior education. These methodologies involve varying degrees of technology. 2. The Modern Languages Department therefore needs to constantly improve and update the technological features of its offerings, including the Language and Culture Lab currently located in LC 150. 3. The existing Sanako System in the Lab is a Level #1. It needs to be replaced with a Level #2 System, which would allow for interactivity about student stations and with the instructor at the console. (The Modern Languages Department needs to be competitive with other language labs in the County, particularly with ones that exist at the local high schools.) 4. All Modern Languages instructors need to receive training in the new range of language-teaching methodologies. 5. The Study Abroad Program must continue at COM. It will offer more study abroad opportunities for students, in a cost-effective format. 5. New teaching units are being requested to offer a credit course in Arabic, a language of strategic national importance. It will be scheduled in a time frame to appeal to high school students, in keeping with the scheduling strategy of the overall Department.

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

1. Continue outreach to attract high school students as students in Modern Languages classes, in late afternoon, early evening and Saturday time frames 2. Link scheduling of the classes, in those time frames, to related classes in other departments 3. Refer high school students, 18+ years, in our Modern Languages classes, to Study Abroad offerings 4. International Ed should be developed at COM to increase presence of international students at COM. These students can be welcomed through activities in the Modern Languages Department. (5) Choose texts which have technological, hybrid characteristics. (6) Implement assessment testing in Chinese, French, Spanish and Italian.

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?

Our Department is disappointed that our continuing requests for a new full-time position have not been granted through previous program reviews. Our mission is to serve transfer students and there must be more full-time members of the Department in order to address this mission. Therefore, no resources have been granted to us from previous program reviews.

The work of the Department is an ongoing challenge and too much is being asked of our part-time faculty members.

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.

1. Increase full-time members in the Modern Languages Department in order to accomplish the work of the Department
2. Maintain advanced level courses in all disciplines, in order to appeal to local high school students. These students would choose COM over other community colleges and four year institutions.
3. Maintain Spring International Film Festival which is a recruitment tool for the Department
4. Schedule more grammar classes at IVC in order to provide a full-year experience (101,102) in a given language
5. Implement language assessment testing in as many languages as possible. This will produce more class homogeneity at the outset and better student retention at the end.
6. Construct Modern Languages Web Page to be used for additional visibility and recruitment
7. Introduce new hybrid texts in all languages in the future
8. Write A.A. Degree applications for Italian, Japanese, Chinese and ASL

VI. Other concluding remarks.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

   No comments.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

   We would like a new computer for FT faculty member Rossana Pagani.

3. Please comment on the faculty and staff sections.

   Modern Languages is in a dire need for a full time position in Spanish and French; it is not possible to do necessary work for the department and College with only one FT of 23 part time faculty members.

4. Other comments

   Please make a Program Review every two years, so that we have time to collect and compare data in a better fashion.