### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathryn Freschi</td>
<td>Italian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shih-Wei Lu</td>
<td>Chinese (Mandarin)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shuyu Liu</td>
<td>Chinese (Mandarin)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derek Wilson</td>
<td>Curriculum Committee Chair (Program Review Web Tool Designer/Developer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peggy Dodge</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fernando Agudelo-Sil</td>
<td>Facilities Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Institutional Planning Committee/ Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anita Martinez</td>
<td>Instructional Equipment Committee (and Other Expenses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patricia O'Keefe</td>
<td>SLO Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joetta Scott</td>
<td>Student Access and Success Committee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Martinez</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carole Hayashino</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Program Definition
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
Primary Goal: Degree/Transfer
Secondary Goal: Career/Work Training
Other Goal: Basic Skills for Chinese Americans

Primary and Secondary Goals Description:
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
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
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.

IV. Program Review Questions
(1) Are the same students who take Chinese the ones who take Romance languages? (2) If Chinese classes were taken away, would those same students who take Chinese find their way back into Romance language classes?

Attachments:
I. Program Enrollment

<table>
<thead>
<tr>
<th>How has</th>
<th>changed from</th>
<th>to</th>
<th>and</th>
<th>by how much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTES</td>
<td>F04</td>
<td>S07</td>
<td>Increased by</td>
<td>42.5%</td>
</tr>
</tbody>
</table>

Why has this occurred?

How does this compare with the following?

<table>
<thead>
<tr>
<th>COM Trends</th>
<th>Regional trends</th>
<th>CA trends</th>
<th>National trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average</td>
<td>Above average</td>
<td>Above average</td>
<td>Above average</td>
</tr>
</tbody>
</table>

Other trends: NA

How can the positive results be maintained or the negative results be improved?

Continued outreach to high school students who do not have Chinese offered in their high schools; courses on Saturdays

If there are courses you wish to highlight, please describe changes and trends.

II. Faculty Units

<table>
<thead>
<tr>
<th>How has</th>
<th>change from</th>
<th>to</th>
<th>and</th>
<th>by how much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Units</td>
<td>F04</td>
<td>S07</td>
<td>Increased by</td>
<td>300%</td>
</tr>
</tbody>
</table>

Why has this occurred?

Course offerings have gone from 1 to 3 in Chinese per semester and one course in summer sessions

How does this compare with the following?

<table>
<thead>
<tr>
<th>COM Trends</th>
<th>Regional trends</th>
<th>CA trends</th>
<th>National trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average</td>
<td>Above average</td>
<td>Above average</td>
<td>Above average</td>
</tr>
</tbody>
</table>

Other trends:

How can the positive results be maintained or the negative results be improved?

It is not clear if Chinese can sustain the same growth pattern in the next five years, but the discipline should work towards developing the 203 and 204 levels in order to create the entire lower division sequence for transfer.

If there are courses you wish to highlight, please describe changes and trends.

III. Demographic Trends-Age

<table>
<thead>
<tr>
<th>Age Distribution</th>
<th>How has the total of students</th>
<th>change from</th>
<th>to</th>
<th>and</th>
<th>by how much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>50+</td>
<td>F04</td>
<td>S07</td>
<td>Increased by</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

Are there any age groups over or under represented? If so, why has this occurred?

Created need for teaching methodologies that take into account the needs of older learners, together with younger learners in same class

How does this compare with the following?

<table>
<thead>
<tr>
<th>COM Trends</th>
<th>Regional trends</th>
<th>CA trends</th>
<th>National trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other trends</td>
<td>Type:</td>
<td>Other trends</td>
<td>Type:</td>
</tr>
</tbody>
</table>

Other trends:

How can the positive results be maintained or the negative results be improved?

If there are courses you wish to highlight, please describe changes and trends.

Age Distribution
How has the total of students change from F04 to S07 and by how much?

<table>
<thead>
<tr>
<th>Total of Students</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 17</td>
<td>Increased by 12</td>
</tr>
</tbody>
</table>

Are there any age groups over or under represented? If so, why has this occurred?

Created need for teaching methodologies attractive to young students

How does this compare with the following?

<table>
<thead>
<tr>
<th>COM Trends</th>
<th>Regional trends</th>
<th>CA trends</th>
<th>National trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average</td>
<td>Above average</td>
<td>Above average</td>
<td>Equal to other trends</td>
</tr>
</tbody>
</table>

Other trends:

How can the positive results be maintained or the negative results be improved?

If there are courses you wish to highlight, please describe changes and trends.

IV. Demographic Trends-Ethnicity

Ethnic Distribution

How has change from F04 to S07 and by how much?

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>Decreased by 21%</td>
</tr>
</tbody>
</table>

Why has this occurred?

Other trends:

How can the positive results be maintained or the negative results be improved?

If there are courses you wish to highlight, please describe changes and trends.

It appears that the Chinese discipline attracted over 50% Asian students but now attracts over 50% White students.

V. Demographic Trends-Gender

Gender Distribution

How has change from F04 to S07 and by how much?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>F04</td>
<td>Increased by 16</td>
</tr>
</tbody>
</table>

Why has this occurred?

It has not impacted our program.

Other trends:

How can the positive results be maintained or the negative results be improved?

If there are courses you wish to highlight, please describe changes and trends.

The COM and California student trends show more many more female students than male students. Chinese has shown growing numbers of male to female students since 2004. In Fall 2004, there was a ratio of 2:8 male to female students in Chinese classes; in Spring 2007, the ratio had changed to 4:6 male to female students in Chinese classes. The discipline is still too young to know if this is an established trend or gender feature of the study of Chinese.

VI. Student Retention Rates

Student Retention Rate Within The Program (All courses combined)

Retention: % of students completing courses (First Census Roster/Final Grade Roster Total)

<table>
<thead>
<tr>
<th>Retention</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>F04</td>
<td>Remained at 86</td>
</tr>
</tbody>
</table>

Why has this occurred?

How does this compare with the following?
COM Trends  Regional trends

Equal to  NA

Other trends:  Not applicable to

How can the positive results be maintained or the negative results be improved?
The Chinese discipline does not yet have the longevity required to make suggestions regarding maintaining or improving its retention and success, which appear to be very good.

If there are courses you wish to highlight, please describe changes and trends.

VII. Student Success Rates

Student Success Rate Within The Program  (All courses combined)


- change from    to    and    by how much?

F04  S07  Increased  by  6

Why has this occurred?
Use of SLOs is classroom and grading with rubrics

How does this compare with the following?

COM Trends  Regional trends

Above  average  NA

Other trends:  Not applicable to

How can the positive results be maintained or the negative results be improved?

If there are courses you wish to highlight, please describe changes and trends.

VIII. Certificates, Degrees, and Transfer

IX. Recruitment and Access Strategies

Our program requires  to improve  This strategy should take place  from  to  and would impact # FTES

Planning  Enrollment  F08  F12  100

Why has this occurred?
Outreach to high school students interested in taking Chinese to fulfill foreign language high school graduation requirement

How does this compare with the following?

COM Trends  Regional trends

Above  average  Not applicable to

Other trends:  Not applicable to

How can the positive results be maintained or the negative results be improved?
This planning would be part of the new K-12/COM partnership in shared modern language education

If there are courses or awards you wish to highlight, please describe changes and trends.

X. Justification for Student Success and Access Requirements

Primary Goal  Secondary Goal  Other Goal(s):

Degree/ Transfer  Career/Work Training  Lifelong Learning

Application:  Please indicate how the projected requirements will be applied.

1. Complete transfer or IGETC requirements
2. Complete high school graduation requirements in foreign language
3. Prepare for work with global business in China
**Instruction:** How will the projected requirements improve instruction for Student Learning and Success?

1. Student access to annual Summer Study Abroad Immersion and Interdisciplinary Program in China through NCSAC Consortium

**Access:** How will access be improved for Student Learning and Success?

1. Class scheduling at convenient time for target populations: late afternoon and early evenings
2. Saturday morning classes

**Outcomes:** What Student Learning or other outcomes are expected?

1. Enrollment growth in Chinese discipline
2. Development of Chinese discipline into full lower division curriculum

**Assessment:** How will the outcomes be measured for future planning?

1. data collection of enrollments
2. data collection of student retention and success
3. data collection of numbers of students who transfer to majors in Chinese or related subjects at four year institutions

**Evidence:** What data or evidence supports your projected requirements?

Attachments: Recent Awards  □ DQD Data □

Other: College of Marin Program Review Student Access and Success• CG v.I February 2008
# PROGRAM REVIEW
## Curriculum and Articulation Report
### Chinese-Spring 2008

### I. Current Program Courses Report

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course #</th>
<th>Course Title</th>
<th>Last Updated</th>
<th>TOP Code</th>
<th>SU</th>
<th>TU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>101</td>
<td>Elementary Chinese I</td>
<td>May 2005</td>
<td>1107</td>
<td>5.0</td>
<td>4.000</td>
</tr>
<tr>
<td>Chinese</td>
<td>102</td>
<td>Elementary Chinese II</td>
<td>May 2005</td>
<td>1107</td>
<td>5.0</td>
<td>4.000</td>
</tr>
<tr>
<td>Chinese</td>
<td>110</td>
<td>Chinese Conversation I</td>
<td>May 2005</td>
<td>1107</td>
<td>4.0</td>
<td>3.000</td>
</tr>
<tr>
<td>Chinese</td>
<td>112</td>
<td>Chinese Conversation II</td>
<td>May 2005</td>
<td>1107</td>
<td>4.0</td>
<td>3.000</td>
</tr>
</tbody>
</table>

### II. Projected Course Actions Report

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Action</th>
</tr>
</thead>
</table>

### III. Projected Certificate/Degree & Other Actions Report

<table>
<thead>
<tr>
<th>Action</th>
<th>Category</th>
<th>Total Courses</th>
<th>Total Units</th>
</tr>
</thead>
</table>

### IV. Justification for Curriculum Requirements

- **Primary Goal:**
- **Secondary Goal:**
- **Other Goal:**

**Application:** Please indicate when the projected requirements will be applied.

**Instruction:** How will instruction be improved for Student Learning and Success?

**Access:** How will access be improved for Student Learning and Success?

**Outcomes:** What Student Learning or other outcomes are expected?

**Assessment:** How will the outcomes be measured for future planning?
Evidence: What data or evidence supports your projected requirements?

<table>
<thead>
<tr>
<th>Certificates/Degrees</th>
<th>Enrollments</th>
<th>Program Blueprint</th>
<th>Recent/Current Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Other Attachment(s):

### I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th># of Support</th>
<th>Expense Item</th>
<th>Unit Cost</th>
<th>Qty.</th>
<th>Tax S&amp;H</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>50 Students</td>
<td>new course guides and evaluation materials required to update teaching at all levels</td>
<td>300.00</td>
<td>1</td>
<td>0.00</td>
<td>300.0</td>
</tr>
</tbody>
</table>

**Shared With:**

**One-time Expense:**

**On-going Expenses:**

### II. External Funds/Resources

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Source of Funding</th>
<th>Funding Type</th>
<th>Funding Cycle</th>
<th>Funding Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Student Material Fees

<table>
<thead>
<tr>
<th>Current Fee</th>
<th>Description of Required Materials</th>
<th>Reason for Proposed Increase</th>
<th>Proposed Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IV. Justification for Projected Expense Requirements

**Primary Goal:**

**Secondary Goal:**

**Other Goal:**

**Degree/Transfer:**

**Lifelong Learning:**

**Vocational:**

**Application:** Please indicate *when* the projected requirements will be applied.

Curriculum guides and evaluation materials will be used immediately to update curricula for the coming Fall 08 semester.

**Instruction:** How will the projected expenses improve instruction for Student Learning and Success?

Students will receive the most up-to-date instruction possible in Chinese.

**Access:** How will access be improved for Student Learning and Success?

Classes in Chinese will continued to be scheduled in late afternoons, early evenings, and Saturday time frames.

**Outcomes:** What Student Learning or other outcomes are expected?

enrollment increase in Chinese

**Assessment:** How will the outcomes be measured for future planning?

data collection of student enrollments, retention and success; anecdotes collected from students for use in marketing publications

**Evidence:** What data or evidence supports your projected requirements?

Other Attachment(s):

College of Marin Program Review Instructional Equipment• CG v.1 February 2008
## I. Program Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status: Adjunct, ETCUM</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liu</td>
<td>Shuyu</td>
<td></td>
<td>3.0</td>
<td>14.00</td>
<td>00.000</td>
</tr>
</tbody>
</table>

**Specialty:**
Chinese grammar and conversation

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status: Adjunct, ETCUM</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lu,</td>
<td>Shih-Wei</td>
<td></td>
<td>2</td>
<td>11.00</td>
<td>00.000</td>
</tr>
</tbody>
</table>

**Specialty:**
Chinese grammar and conversation

**Leadership:**

## II. Instructional Support Staff

## III. Projected Teaching Unit Requirements

## IV. Projected Staff Requirements

## V. Justification for Teaching Unit & Staff Requirements

**Primary Goal:**

**Secondary Goal:**

**Other Goal:**

**Application:** Please indicate *when* the projected requirements will be applied.
**Instruction:** How will instruction be improved for Student Learning and Success?

**Access:** How will access be improved for Student Learning and Success?

**Outcomes:** What Student Learning or other outcomes are expected?

**Assessment:** How will the outcomes be measured for future planning?

**Evidence:** What data or evidence supports your projected requirements?

<table>
<thead>
<tr>
<th>Certificates/Degrees</th>
<th>Course Sections &amp; Waitlists</th>
<th>Faculty Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

**Other:** Description of other attachment(s)

College of Marin Program Review Faculty Unit Allocation and Support Staff • CG v.I February 2008
## I. Current Offices (For the Program/Department, Faculty and Staff)

<table>
<thead>
<tr>
<th>Office</th>
<th>Use:</th>
<th>Shared Office:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC 103</td>
<td>Faculty, Adjunct</td>
<td>Y</td>
</tr>
<tr>
<td>BC 103</td>
<td>Faculty, Adjunct</td>
<td>Y</td>
</tr>
</tbody>
</table>

## II. Preferred Instructional Rooms (Classrooms, Labs and Instructional Spaces)

## III. Instructional Support Spaces (Storage, Conference Room, etc.)

## IV. Justification for Projected Facility Requirements

### Primary Goal:  
### Secondary Goal:  
### Other Goal: 

**Application:** Please indicate how the projected requirements will be applied.

**Instruction:** How will instruction be improved for Student Learning and Success?

**Access:** How will access be improved for Student Learning and Success?

**Outcomes:** What Student Learning or other outcomes are expected?

**Assessment:** How will the outcomes be measured for future planning?

**Evidence:** What data or evidence supports your projected requirements?

### Attachments:

- [ ] Current Blueprint
- [ ] Room Plans
- [ ] Room Chart(s)

College of Marin Program Review Facilities General • CG v.1 February 2008