# Signature Page

## Italian-2008

### 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>Rossana Pagani</td>
<td>Spanish and Italian</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>Chair of Budget Committee</td>
<td></td>
<td></td>
</tr>
<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>Erik Dunmire</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>Nick Chang</td>
<td>Instructional Equipment Committee (and Other Expenses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara Mckinnon</td>
<td>SLO Coordinator and Chair of The Program Review Committee</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>Nick Chang</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>Phillip Kranenburg</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Program Definition

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, we have decided to concentrate on grammar classes until recently. 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

<table>
<thead>
<tr>
<th>Primary Goal:</th>
<th>Secondary Goal:</th>
<th>Other Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree/Transfer</td>
<td>Lifelong Learning</td>
<td>CES or Non-credit</td>
</tr>
</tbody>
</table>

Primary and Secondary Goals Description:

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

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

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.

V. Attachments
I. Program Enrollment

How has this changed?

<table>
<thead>
<tr>
<th>FTES</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F02</td>
<td>F06</td>
</tr>
</tbody>
</table>

Why has this occurred?
Teaching units were cut from Italian and given to other language disciplines in the last five years. Also, the change from the lira to the euro made travel less attractive to Marin travelers. The second semesters (102 level) of grammar courses were not consistently offered in the time frames in which they were begun, because of inadequate funds to do so. This discouraged some students from continuing in the upper levels of study in Italian.

How can the positive results be maintained or the negative results be improved?
The enrollment downturn in Italian mirrored the overall enrollment downturn at COM. New enrollments in Italian can be stimulated by adding new high-enrollment conversation classes and using late afternoon and Saturday time frames. This addition of conversation classes in Italian indeed took place in Summer and Fall 2008. There was a pent-up demand for conversation classes in Italian.

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

II. Faculty Units

How has this changed?

<table>
<thead>
<tr>
<th>Faculty Units</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F02</td>
<td>F08</td>
</tr>
</tbody>
</table>

Why has this occurred?
Teaching units in Italian were decreased to create space for new languages in the Department.

How can the positive results be maintained or the negative results be improved?
New scheduling priority should be given to Italian as part of the K-12/COM modern language partnership to attract younger students who do not have access to Italian at their high schools. Beginning Italian classes should be scheduled in late afternoon, evening and Saturday time frames. In addition, because of the increase in demand for conversational Italian, new units should be available for these course.

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

III. Demographic Trends

Demographic Changes

How has the total of Students changed?

<table>
<thead>
<tr>
<th>Demographic Changes</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why has this occurred?
There continues to be an increase in younger students in the Italian discipline, possibly due to the interest of Marin high school students who cannot study Italian at their own schools. Also, Summer 2008 witnessed a tremendous enrollment response to a newly offered Italian conversation course. Both older and younger students were attracted to this course.

How can the positive results be maintained or the negative results be improved?
The College should continue to offer Italian in afternoon, evening and Saturday time frames. In addition, it should offer conversational courses in Italian in the summers, beginning with Italian 110. It should then offer the continuation course, Italian 112 in the fall semester, and Italian 114 in the spring semester. The competitive costs of these classes at COM compete effectively with outside providers of instruction in Italian.

Demographic Changes

How has the total of Students changed?

<table>
<thead>
<tr>
<th>Demographic Changes</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why has this occurred?
The student population in Italian has remained primarily white, although there are many Hispanic students who take the language as well.

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

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 has</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased by 5%</td>
<td>F02</td>
<td>F06</td>
</tr>
</tbody>
</table>

Why has this occurred?
Creation of SLOs

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.

Student Retention Rate Within The Program (All courses combined)

<table>
<thead>
<tr>
<th>Retention has</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased by 2%</td>
<td>S03</td>
<td>S07</td>
</tr>
</tbody>
</table>

Why has this occurred?
Creation of SLOs and grading by rubrics

How can the positive results be maintained or the negative results be improved?
Spring retention rates in Italian not as high as in the Fall; perhaps more work needs to be done to hang on to students before they depart before summer

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)

<table>
<thead>
<tr>
<th>Success = % Grades of (A, B,C, CR)/(A,B,C, CR, D,F, NC, W, I)</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F02</td>
<td>F06</td>
</tr>
</tbody>
</table>

Why has this occurred?
Success and retention rates in Italian have increased in the last six years because of the creation of SLOs and use of rubrics in grading.

How can the positive results be maintained or the negative results be improved?
Continued use of SLOs, rubrics

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

VIII. Certificates, Degrees, and Transfer

<table>
<thead>
<tr>
<th>How has the number of</th>
<th>awarded changed from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers</td>
<td>F02</td>
<td>F06</td>
</tr>
</tbody>
</table>

Why has this occurred?

How can the positive results be maintained or the negative results be improved?
If there are courses or awards you wish to highlight, please describe changes and trends.

IX. Justification

Evidence: What data or evidence supports your projected requirements?

There is evidence of younger students in Italian classes. Specifically many high school students come to COM to take our Italian classes here. In order to best meet the needs of the younger students, instructors in the discipline need to become up-to-date with new learning styles. Instructors should take workshops in new learning techniques, incorporate them into their courses and SLOs.

Attachments:
## I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>Funded</th>
<th>#of</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Select... 6</td>
<td>Classes</td>
<td></td>
</tr>
</tbody>
</table>

### Unit Cost

<table>
<thead>
<tr>
<th>Unit Cost</th>
<th>Qty.</th>
<th>Tax</th>
<th>S&amp;H</th>
<th>Total Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Expense Item:**  
**Shared With:**  
**One-time Expense:**  
**Priority Funded #of Support Application:**  
**Instruction:**  
**Access:**  
**Outcomes:**  
**Assessment:**  
**Evidence:**  

### On-going Expenses:

**Additional Justification for this item:**

<table>
<thead>
<tr>
<th>Priority</th>
<th>Funded</th>
<th>#of</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Select... 0</td>
<td>Classes</td>
<td></td>
</tr>
</tbody>
</table>

### Unit Cost

<table>
<thead>
<tr>
<th>Unit Cost</th>
<th>Qty.</th>
<th>Tax</th>
<th>S&amp;H</th>
<th>Total Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.0</td>
<td>20</td>
<td>0.0</td>
<td>0.0</td>
<td>400.0</td>
</tr>
</tbody>
</table>

**Expense Item:**  
**New DVDs and subscriptions to Italian magazine and newspapers**  
**Shared With:**  
**One-time Expense:**  
**Priority Funded #of Support Application:**  
**Instruction:**  
**Access:**  
**Outcomes:**  
**Assessment:**  
**Evidence:**  

### On-going Expenses:

**Required to support health of program/rigger**

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http://programreview.marin.edu/2008/IEReport2.jsp
### Additional Justification for this item:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Funded</th>
<th># of</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>New</td>
<td>120</td>
<td>Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Cost</th>
<th>Qty.</th>
<th>Tax</th>
<th>S&amp;H</th>
<th>Total Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>300.0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>300.0</td>
</tr>
</tbody>
</table>

**Expense Item:**

New course guides, evaluation materials, films which are desireable to update teaching at all levels of the language

**Shared With:**

One-time Expense:

**On-going Expenses:**

**Additional Justification for this item:**

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### II. External Funds/Resources

#### Allocation

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>Funding Cycle</th>
<th>Funding Duration</th>
</tr>
</thead>
</table>

### III. Student Material Fees Funds

### IV. Expense Justification

**Evidence:** What data or evidence have you provided? Please briefly describe.

**Attachments:** Description of attachment formats (file type, hard copy, etc.)
# Other Expenses Report

## Italian-2008

## I. Office Supplies, Materials and Equipment

<table>
<thead>
<tr>
<th>Priority</th>
<th># of</th>
<th>Support</th>
<th>Expense Item</th>
<th>Unit Cost</th>
<th>Qty.</th>
<th>Tax</th>
<th>S&amp;H</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>150</td>
<td>Students</td>
<td>New DVDs, subscriptions, Italian books to share with classes</td>
<td>20.00</td>
<td>20</td>
<td>0.00</td>
<td>0.00</td>
<td>400.0</td>
</tr>
</tbody>
</table>

Shared With:

One-time Expense:

$400.00

On-going Expenses:

## II. Non-Instructional Expenses

## III. Other Student Expense

## IV. Attachments

**Evidence:** What data or evidence have you provided? Please briefly describe.

**Attachments:** Description of attachment formats (file type, hard copy, etc.)
## I. Program Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freschi</td>
<td>Kathryn</td>
<td>Other</td>
<td>28</td>
<td>16.00</td>
<td>4.000</td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**
Italian grammar, literature

**Leadership:**
Academic Senate, Department Chair 2000-2007, Union Executive Committee, Study Abroad, Dean of Non-credit Program

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labriola</td>
<td>Caterina</td>
<td>Adjunct, ETCUM</td>
<td>20</td>
<td>16.00</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

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

**Leadership:**
International Film festival

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pagani</td>
<td>Rossana</td>
<td>Full-time, tenured</td>
<td>10</td>
<td>00.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**

Italian grammar and literature, Spanish grammar and literature.

**Leadership:**
Curriculum Committee, Curriculum development, Study Abroad, SLO committee, Assessment.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith</td>
<td>Diusca</td>
<td>Adjunct, 6 ETCUM</td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**
Italian grammar, literature, Curriculum Committee, since Fall 2008

**Leadership:**

**II. Instructional Support Staff**

Name: Last, First  
Purpose: 

Name: Mina Namvar  
Purpose: Clerical  

**III. Teaching Unit Requirements**

Teaching Units: 15  
Health and Safety:  
Scheduling:  
Title 5:  
Waitlists:  

**Specialty:**
Italian grammar

**Other:**

**IV. Projected Staff Requirements**

Purpose: None  
Hours Per Week:  
Justification:
As the full-time faculty member in Italian moves towards retirement, the College needs to consider what approach it should take in the future with Italian. In order to continue student access in this language discipline, should it continue with a full-time position in Italian, or should it combine Italian with another language discipline, such as Spanish or French?

V. Faculty Requirements

1. No full time instructors in the subject area.

2. Non-Availability of part-time instructors in a subject area.

3. Reduction in department Teaching Units as a result of full-time faculty retirements or other significant causes.

The College must soon define how it will continue access to the Italian language upon the retirement of the one full-timer in the Department. There currently is a 30 unit per year teaching allotment in Italian and the College must soon decide if it will continue service to Italian in this form.

4. Recent or forthcoming growth as a result of additional sections of classes to enrollment demands.

5. Temporary growth in department Teaching Units as a direct result of a short-term grant or other interim resource.

6. Current or forthcoming changes that illustrate the immediate need of additional full-time faculty within this department.

   Impending retirement of full-timer in Italian.

7. Program Review findings.

8. Other considerations.

VI. Attachments

Evidence: What data or evidence have you provided? Please briefly describe.

As previously mentioned, Italian has maintained an allocation of 20 units in Fall semesters and 24 units in Spring semesters for the last several years. In Summer Session 2008, an additional section of Italian 110 needed to be opened up because of extremely heavy enrollments in the one section listed. Italian therefore had 10 units in Summer Session 2008. For this reason, it is recommended that there possibly be more units allocated to Italian in future summer sessions, largely to take care of conversation class needs.

Attachments: Description of attachment formats (file type, hard copy, etc.)
**Facilities General**  
**Italian-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>
<tr>
<td>HC 115</td>
<td>Faculty, Full-time</td>
<td>N</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):  

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Concluding Remarks
Italian-2008

I. Program Excellence (Best Practices)
Briefly summarize examples staff/faculty, institutional, and academic excellence.
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.

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)
Briefly summarize examples of data-driven and coordinated planning to improve student enrollment, learning 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. Other Concluding Remarks
Briefly summarize any additional insight necessary to conclude this program review.