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I. Department/Program Mission

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| <p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p> | <p>Department: CHINESE Name and Title of Preparer: Veronica Zhang, Chinese Program Coordinator</p> |
| <p>2. State the program's mission. If you don't have one, create one.</p> | <p>The mission of the Chinese department is to provide:</p> <ol style="list-style-type: none"> 1. An introduction to the language and culture of China and Mandarin speaking areas of the world. 2. A learning opportunity for students to achieve language proficiency at the intermediate-high / advanced level in accordance with guidelines established ACTFL (American Council on the Teaching of Foreign Languages). 3. Degree credit classes that are fully transferable and articulated with the UC/CSU systems. 4. An academic program that supports an Associates in Arts degree in Chinese as well as specialized certificate programs in Chinese language and conversation. 5. Lifelong learning opportunities for high school students and adults, a resource for career preparation and career advancement, a means for heritage speakers to learn reading and writing skills, and a means for Chinese-Americans who have no Chinese language skills to connect with their heritage. <p>To support this mission, the department offers a two-year sequence in Mandarin, two quarter sequences in intermediate conversation, advanced conversation, and advanced composition and reading, as well as special projects courses and a course in Chinese business culture and etiquette.</p> |

I. Department/Program Mission

3. Explain how the program/department mission is aligned with the college mission?

The Chinese language department is dedicated to providing lifelong community based educational opportunities for students with diverse backgrounds and experiences. Classes serve the entire community including community college students, high school students, adults at home, working adults, as well as retirees. The evening language classes, in particular, provide a resource for adults who seek to develop language skills for career development and advancement.

As Chinese language skills have become increasingly important to the overall prosperity of our community through trade and globalization, the Foothill Chinese language program has become a significant asset to the district and the region.

Underlines denote direct correspondence to elements of the Foothill College mission statement.

II. Department and Program Description & Data

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| 1. What are your hours of operation? | Our offices open at: Closed for Lunch: No <input type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at: | | | |
| 2. What types of classes do you offer, at what locations, and at what times? | Times offered: <input type="checkbox"/> Morning (6AM-12PM) <input type="checkbox"/> Afternoon (12PM-4PM) <input checked="" type="checkbox"/> Evening (4PM-10PM) | Locations offered: <input type="checkbox"/> FH Main Campus <input checked="" type="checkbox"/> Middlefield <input type="checkbox"/> Off campus | Types Offered: <input checked="" type="checkbox"/> In Person <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance | Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit |
| 3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names). | | | | |
| Faculty Positions by Discipline | Full-time Headcount | Part-time Headcount | Brief Description of duties | |
| Chinese Instructors | 0 | 7 | Teach 1 st and 2 nd year Chinese | |
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| Management and Classified Positions | Full-time Headcount | Part-time Headcount | Brief Description of duties | |
| Dean of Language Arts | 1 | 0 | Administration | |
| | | | | |
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| Student Worker Positions | Hours per Week | Months per Year | Brief Description of duties | |
| N/A | | | | |
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| <p>4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?</p> | <p>As of FY2008-09, the enrollment of 470 students is an all-time program high. This is approximately 20% higher than the most recent relative low of 397 in FY 2006-07.</p> <p>Enrollments during the most recent six year period, FY2003-04 to FY2008-09, have been relatively stable and have varied between 390 and 470 with dips in FY2004-05 and FY2006-07 and peaks in FY2007-08 and FY2008-09. In the last three years, enrollment counts have been 392, 467, and 470 as FTES increased 18%. Corresponding weekly student contact hours have been 2,807 / 3,280 / 3,305 and closely matched the number of sections 38 / 48 / 47. Overall, 96% of classes were degree applicable and 96% were transferable.</p> <p>The average class size has trended slightly upward and is now approximately 25. Note that some classes may include several sections. Each section will have a distinct call number.</p> <p>Additional classes should be offered. Since classes are now offered only during the evening, daytime classes would provide new access to many students.</p> |
| <p>5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?</p> | <p>Retention and success rates have climbed significantly from FY2006-07 to FY2008-09. The retention rate increased from 91% to 93% to 97%. The success rate increased from 88% to 91% to 95%.</p> <p>Students have a renewed interest in achieving an Associate in Arts degree in Chinese or in completing one of the three certificate programs in Chinese. From 2001 to 2007, there were no AA degrees awarded, one Certificate of Proficiency, and only two in Completion. Last year (2007-2008), three students received AA degrees and seven received Certificates of Completion. The AA degrees comprised 20% (3/15) of</p> |

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| | <p>those awarded in the Language Arts division (includes Creative writing, General Studies, and Liberal Arts Languages) and 58% (7/12) of the Certificates of Completion.</p> <p>We believe retention and success rates reflect a student body that has strong language skills and is highly motivated.</p> |
| <p>6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?</p> | <p>Enrollment is primarily dominated by students who have self-identified as Asian or White. Percentages and enrollment counts of students for FY2006–09 were Asian 57% (225), 57% (268), and 57% (270), White 26% (102), 25% (119), and 28% (131), and underrepresented students (Black, Filipino, Hispanic, Multiple Ethnicity, Pacific Islander, or other but does not include unrecorded) 7% (28), 5% (25), and 5% (25).</p> <p>Language Arts enrollment percentages for the same periods were: Asian 32%, 33%, and 32%, White 31%, 30%, and 31%, Hispanic (broken out from underrepresented students) 19%, 18%, and 16%, other underrepresented students 9%, 10%, 11%.</p> <p>For Foothill College the corresponding figures were Asian 27%, 28%, and 26%, White 39%, 38%, and 38%, Hispanic 11%, 11%, and 11%, other underrepresented students 11%, 11%, and 11%.</p> <p>Within the Chinese program, underrepresented demographics have been very stable but have had consistently low enrollments. In this context, underrepresented students include all students who are not Asian or White. For each of these fiscal years, numerical counts for any one of these demographics (Black, Filipino, Hispanic, Multiple Ethnicity, Pacific Islander, or other) ranged from 1 to 11 and corresponded to enrollment percentages between 0% and 3%. Because the numerical counts for underrepresented students are so low, individual retention</p> |

and success rates are likely not to be statistically meaningful and are not presented here.

Combined data, however, is revealing and shows excellent success and retention rates for the last two years. For FY2006–09, the numerical count of underrepresented students was 28, 25, and 25. The retention rate was 86%, 96%, and 96%. The success rate was 79%, 96%, and 96% respectively. The lower figures for FY2006-07 reflect 4 withdrawals from a base of 28 and 2 non-success events from the remaining 24 students.

Certainly the population in the Chinese program does not mirror the overall enrollment for the College as a whole. However, the Chinese program does reflect the greater proportion of Asian students (and corresponding smaller proportion of other demographics) in LA division classes.

Additionally, it appears that the percentage of Asian students is boosted by Chinese heritage speakers as well as by many American-born Chinese who are native English speakers. This is not surprising since we see higher than expected in enrollments Spanish language classes by students who have self-identified as Hispanic. The most likely explanation is that students wish to better communicate in their heritage language or re-connect with their family's culture or history. Enrollment in Chinese language classes also attracts students from other Asian cultures.

It is important to note, that evening only classes may be a limiting factor in underrepresented student enrollment because of financial or other reasons.

The Chinese department should institute a targeted program

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| | <p>to encourage enrollment by underrepresented students. In order for it to be truly effective, such a program should necessarily be part of a broader effort sponsored by the Language Arts division.</p> |
| <p>7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p> | <p>The department needs a full-time chair.</p> <p>In the past six years (FY2003-04 to FY2008-09), FTEF has varied between 1.33 and 2.11, with lows in FY2004-05 and FY2006-07 and highs during the last two years.</p> <p>Over the same six year period, a simple regression shows that FTES increased, on average, about 14% with actual values ranging between 62.4 to 73.5.</p> <p>FTES lows occurred because qualified part-time instructors were not available and we were forced to some of our cancel classes.</p> <p>Because student contact hours (and thus FTES levels) only roughly tracked faculty levels during this period, a ratio analysis may not be helpful in this particular case.</p> <p>A full-time chair could would not necessarily increase overall staffing levels. In replacing several part-time instructors, a full-time appointment would bring needed stability to the program. With stability, productivity should increase as well. A full-time chair could properly lead the department, manage goals and commitments, and develop curriculum.</p> |
| <p>8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p> | <p>N/A</p> |
| <p>9. Optional: Provide any additional data relevant to your</p> | <p>N/A</p> |

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| program. (Indicate the source of the data). | |
| 10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain. | N/A |

Summary of Planning Goals & Action Plans

11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.

| Department Operational Goals | College Strategic Initiatives | | | |
|--|----------------------------------|----------------------------|---|---------------------|
| | Building a Community of Scholars | Putting Access into Action | Promoting a Collaborative Decision-making Environment | Operations Planning |
| Identify 3-6 operational goals | | | | |
| Appoint a full-time faculty chair. | x | | | x |
| Offer a CHIN 1-6 sequence during the day. Offer additional evening classes. | x | | | |
| Institute a targeted program to encourage enrollment by underrepresented students. | | x | | |
| Increase recognition of Chinese program in the community. | | x | | |
| Sponsor a language exchange program with universities in China. | x | x | x | |
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12. What is your plan for accomplishing your goals?

| Department Operational Goals | Activities | |
|--|--|-------------------|
| Appoint a full-time faculty chair. | Structure, plan, and grow the department. Promote professional development. | Budgetary matter. |
| Offer a CHIN 1-6 sequence during the day. Offer additional evening classes. | | Budgetary matter. |
| Institute a targeted program to encourage enrollment by underrepresented students. | | Budgetary matter. |
| Increase recognition of Chinese program in the community. | Increase collaboration / promotion activities with Language Arts Division. | Budgetary matter. |
| Sponsor a language exchange program with universities in China. | | Budgetary matter. |

| 13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource. | | |
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| Identified Resource | Purpose | If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning. |
| Promotional material on campus/ expanded website / other | Increase program visibility | |
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| III. Curriculum | |
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| <i>Curriculum Overview</i> | |
| 1. How does your curriculum address the needs of diverse learners ? | Most of our classes have students who are at different levels. Since the curriculum is designed for a moderate pace, students who have basic language skills as identified by the Statewide Basic Skills Initiative and are motivated to learn will be able to access the material and succeed in the Chinese program. |
| 2. How does your curriculum respond to changing community, student, and employer needs? | The curriculum is formally updated every three to four years or as needed. Instructors regularly monitor curricula at comparable institutions for ideas and outcomes. |
| 3. How does your curriculum support the needs of other certificates or majors? | All Chinese language classes support the general education requirement for the AA or AS degree in Area I – Humanities. Classes also support level-2 instruction for students who seek to transfer to certain four year colleges. Students may also elect an AA degree in Chinese, a Certificate of Specialization in Chinese Conversation, a Certificate of Specialization in Chinese Language, or a Career Certificate in Chinese Language. Presently, ten classes are fully transferable and articulated with UC/CSU systems. |

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| 4. Do your courses for the major align with transfer institutions? | Yes. | |
| 5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges. | <p>Yes. While there are no prerequisites to start the elementary Chinese language sequence, students should have language basic skills. More advanced classes require appropriate prerequisites.</p> <p>Foothill College's location in Silicon Valley and local community demographics result in classes where students have a wide range of Chinese language skills. It is a challenge to find the proper placement level. It is not unusual to find a classroom where some students have very advanced skills while other students may be relatively weak. This requires instructors to be particularly sensitive to students' needs.</p> <p>Some of these challenges can be addressed by increased cultural awareness and through additional teacher training. Additional classes that would more closely align with students' skill levels would provide more proper placement.</p> | |
| 6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees). | N/A | |
| 7. Does your program offer distance education courses? | N/A | |
| 8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty. | N/A | |
| 9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students. | N/A | |
| <i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i> | | |

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| 10. What college skills should a student have before entering your program? | Students should be self-motivated and have basic language skills in English reading, writing, speaking and listening as identified by the Statewide Basic Skills Initiative or similar metric. For more advanced classes, students should be self-starters and be able to do independent research. | |
| 11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only). | N/A | |
| 12. In what ways are you addressing the needs of the college skills students in your program? | Students are encouraged to meet with instructors for 1-1 assistance. | |
| 13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students? | Students are encouraged to use the Language Lab. We are also considering plans to develop collaborative activities with other departments. | |
| <i>Program Mapping</i> | | |
| 14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students. | CHIN regular courses 1, 2, 3, 4, 5, 6 CHIN conversation 13AB (intermediate) CHIN conversation 14AB (advanced) CHIN composition 25AB Prerequisite for 13A is CHIN 3; for 25A is CHIN 6 | |
| 15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified. | Yes. The curriculum is structured to align all sequences to their desired learning outcomes. | |
| 16. If applicable, describe any capstone course , signature assignment (project, service learning , portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion? | Over the years, students have placed 1 st or 2 nd in the annual Mandarin speaking contest sponsored by the Chinese Language Teacher's Association of California. We now are encouraging students to take the Chinese Proficiency Test (HSK), an international standardized test to assess the Chinese language proficiency of non-native speakers and sponsored by the Beijing Language and Culture University. | |
| <i>Course Scheduling & Consistency</i> | | |

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| <p>17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.</p> | <p>Enrollment is at an all-time high. We see great demand for daytime classes but unfortunately, these classes have been cut because budgetary shortfalls. We would like to offer a daytime CHIN 1-6 sequence when resources are again available.</p> <p>Enrollment of evening classes continue to increase because of the demand for adult education and the lack of a daytime schedule.</p> | |
| <p>18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.</p> | <p>Yes. The sequence is curriculum based.</p> | |
| <p>19. How does the department determine that classes are taught consistently with the course outline of record?</p> | <p>The Dean of Language Arts will observe the class. Instructors meet to ensure that classes are taught consistently with the outline of record.</p> | |
| <p>Summary of Planning Goals and Action Plans</p> | | |
| <p>20. What are your goals with respect to curriculum and how will those goals be measured?</p> | <p>The curriculum is maintained and updated regularly. We monitor comparable institutions to ensure that the curriculum is attuned to current cultural issues, instructional methods and resources. We anticipate establishing a more formal structure to facilitate internal faculty reviews.</p> | |
| <p>21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p> | | |
| <p>Identified Resource</p> | <p>Purpose</p> | <p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p> |
| <p>Textbooks and other teaching materials</p> | <p>To review curricula and instructional methods and resources</p> | |
| <p>Other teaching materials</p> | <p>Classroom resources</p> | |
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IV. Student Learning Outcomes

Student Learning Outcome Assessment

1. **Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.**

2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.

| Identified Resource | Purpose | If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning. |
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| N/A | N/A | |
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| V. Departmental Engagement | | |
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| 1. What standing committees, if any, does your department maintain? What are the committee charges and membership? | N/A | |
| 2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years? | Informal collaboration with other departments. | |
| 3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community? | All instructors of our department are members of Chinese Teachers Association of California. We participate in the seminars and meetings that this organization sponsored, which involve teaching improvement skills. Our instructors also teach at other local institutions such as Mission College, De Anza College, Defense Language School in Monterey, as well as local elementary schools. The instructors constantly bring new ideas from other schools. | |
| 4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course? | Foothill College has a contract with Los Altos High school and sends an instructor to teach Chinese classes there. The curriculum at LAHS is aligned with the curriculum at Foothill. | |
| 5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements? | The department monitors regularly monitors UC/CSU curricula. The Foothill College Articulation Office establishes and maintains articulation agreements. | |
| Summary of Planning Goals and Action Plans | | |
| 6. What are your goals with respect to departmental engagement and how will those goals be measured? | We should be more engaged with the community, local high schools, and other language departments and should formalize these interactions. Metrics for goals will depend on the nature of the relationship and would be established as the relationship develops. | |
| 7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource. | | |
| Identified Resource | Purpose | If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports |

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| | | student learning. | |
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| VI. Professional Development | | |
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| 1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years. | Conferences sponsored by The Chinese Language Teachers Association of California. | |
| 2. What opportunities does your department take to share professional development experiences with colleagues? | Department meetings. | |
| 3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness? | The department needs a full-time faculty member to organize professional development and link with other departments. | |
| 4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years? | Same as above. | |
| 5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources. | Proposal: quarterly meetings to discuss professional development and review of instructional methods. | |
| Summary of Planning Goals and Action Plans | | |
| 6. What are your goals with respect to professional development and how will those goals be measured? | Establish departmental seminars and reviews to enhance cultural awareness, curricula development, and teaching skills. Metrics are student language skills and attractiveness of the program to new entrants. | |
| 7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource. | | |
| Identified Resource | Purpose | If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning. |
| Funding | Acquisition of textbooks | Supports curriculum development. |
| Funding | Acquisition of teaching materials (CDs, DVDs, printed material and slides) | Supports classroom learning. |

| VI. Professional Development | | |
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| Funding | Attendance at National and State conferences | Provides means for faculty to have access to the current thinking about curriculum, pedagogy, and instructional materials. |
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| VII. Support Services | | |
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| <i>Support Services</i> | | |
| Consider the support services needed by your program when reflecting over the following questions | | Comments or explanations of barriers and solutions. |
| 1. Is there adequate clerical or administrative support for this program? | Yes No | We need a full-time faculty member to lead and organize the department. |
| 2. Are there sufficient college and departmental computer labs available to support this program? | Yes No | |
| 3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction? | Yes No | |
| 4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines? | Yes No | |
| 5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines? | Yes No | |
| 6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial? | Yes No | |
| 7. Are general tutorial services adequate? | Yes No | |
| 8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program? | Yes No | We need more support on advertising services. |
| 9. Do students have access to and can they effectively use appropriate information resources ? | Yes No | Sometimes students complain that they cannot find proper information online, or they cannot register on time. |
| 10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online? | Yes No | N/A We do not have distance learning program. |
| <i>Marketing & Outreach</i> | | |
| 11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available? | | Most students read departmental and school information online, so it is critical to have an up-to-date and informative website. |

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| 12. What impact does the college or departmental website have on marketing your program? | As above. | |
| 13. Is there any additional assistance from marketing that would benefit your program? If yes, explain. | | |
| 14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students? | Presentations or shows by the students could be helpful. Parents, relatives, and friends would be invited to attend. | |
| <i>Programs, clubs, organizations, and special activities for students</i> | | |
| 15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments. | N/A | |
| 16. List any awards, honors, scholarships, or other notable accomplishments of students in this program. | Students have won 1 st and 2 nd places in the annual Mandarin speech contest sponsored by the Chinese Language Teacher's Association of California. | |
| Summary of Planning Goals and Action Plans | | |
| 17. What are your goals with respect to support services and how will those goals be measured? | Acquisition of computer carts, associated systems, and internet access in classroom. | |
| 18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource. | | |
| Identified Resource | Purpose | If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning. |
| Computer cart and associated systems | Instructional support | |
| Internet access in classroom | Instructional support | |
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| VIII. Career and Technical Education Programs | |
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| <i>Response to Labor Market Demand</i> | |
| 1. How does your program meet labor market demand? Cite specific examples and sources. | We have AA candidates as well as working adults who enroll with the notion that Chinese language skills will advance their careers. We have no data or specific examples. However, the fact that students regularly enroll with this view suggests that the labor market is sending signals that Chinese language skills are important. |
| 2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates? | N/A |
| 3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging? | N/A |
| 4. What is the average starting salary a student can expect to make after completing a certificate or degree? | No information. |
| 5. What is the projected average percentage of salary increase in 2 years? 4 years? | No information. |
| <i>Response to Program Credibility/Viability</i> | |
| 6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees? | Yes. |
| 7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions. | Yes. |
| 8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career? | Yes. |

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| 9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade? | Yes. Business in China and Chinese speaking countries. |
| 10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program? | High school Chinese language classes are the most likely pathways. |
| 11. How does this program prepare students for competitive employment? | In the immediate community, Chinese is the 1 st or 2 nd language for a significant population. With the global outreach of Silicon Valley companies and the corresponding outreach of Chinese companies, Chinese language skills are a clear benefit to employers and employees alike. |
| <i>Advisory Board</i> | |
| 12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program. | N/A |
| 13. List the dates and number of members attending of your most recent advisory board meetings. | N/A |
| 14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed? | N/A |
| <i>Program Accreditation</i> | |
| 15. Is this program subject to approval by specialized state, regional, or national accrediting agencies? | N/A |
| 16. What is the program's accreditation status? | |

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| 17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review. | |
| 18. Provide a brief analysis of student performance on licensure or board exams on first attempt. | |
| 19. What indicators does your program use to determine success of our students after completion? | |
| 20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction. | |
| 21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data? | |
| 22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain. | |
| Summary of Planning Goals and Action Plans | |
| 23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured? | <p>The Chinese language department is dedicated to providing an opportunity for college students and working adults to acquire proficiency up to an intermediate-high level in accordance with guidelines established ACTFL (American Council on the Teaching of Foreign Languages).</p> <p>The program provides a resource for those who seek to develop language skills for career development or career advancement.</p> <p>These goals can be measured by student success and language proficiency in the four basic language skills.</p> |
| 24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource. | |

| Identified Resource | Purpose | If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning. | |
|---------------------|---------|--|--|
| Additional faculty. | | | |
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IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty

- | | |
|--|---|
| 1. How does your PT/FT ratio impact the program? | A full time faculty member is needed to properly lead the department, manage goals and commitments, and develop curriculum. |
| 2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program) | 1 FT / 6 PT |

Classified Staff

- | | |
|--|-----|
| 3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program) | N/A |
|--|-----|

Technology and Equipment

- | | |
|---|--|
| 4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program? | Internet access in the classroom and additional computer carts are needed. |
| 5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms? | Yes. |
| 6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain. | N/A |

Technology & Equipment Definitions

- **Non-instructional Equipment and Supplies:** includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.
- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.
- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.
- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

| <i>Facilities</i> | |
|--|--|
| 7. Are your facilities accessible to students with disabilities? | Yes. |
| 8. List needs for upgrades for existing spaces | |
| 9. List any new spaces that are needed | |
| 10. Identify any long-term maintenance needs. | |
| 11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain. | |
| 12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain. | |
| <i>Budget</i> | |
| 13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department? | We need sufficient A-budget to support a full-time professor. |
| 14. Describe areas where your budget may be inadequate to fulfill program goals and mission. | |
| 15. Are there ways to use existing funds differently within your department to meet changing needs? | |
| Summary of Planning Goals and Action Plans | |
| 16. What are your goals with respect to resource planning and how will those goals be measured? | Resources are established at the division and Middlefield Campus level. |
| 17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource. | |
| Identified Resource | Purpose |
| | If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning. |
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X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

For current program:

1. Continue to offer a two-year sequence in elementary and intermediate Chinese as well as shorter sequences in intermediate conversation, advanced conversation, and advanced composition along with supplementary classes in special project classes and Chinese business and etiquette.
2. Continue to offer learning opportunities for students to achieve language proficiency at the intermediate-high level in accordance with guidelines established ACTFL (American Council on the Teaching of Foreign Languages).
3. Continue to offer degree credit classes that are fully transferable and articulated with the UC/CSU systems.
4. Continue to offer an academic program that supports an Associates in Arts degree in Chinese as well as specialized certificate programs in Chinese language and conversation.
5. Continue to offer lifelong learning opportunities for high school students and adults (including the program offered to students at Los Altos high school), provide resources for career preparation and career advancement, offer heritage speakers an opportunity to learn reading and writing skills, and provide a means for Chinese-Americans who have no Chinese language skills to connect with their heritage.

Additional 4 year goals:

6. Appoint a full-time faculty chair.
7. Offer CHIN 1-6 sequence during the day.
8. Offer additional evening classes.
9. Institute a targeted program to encourage enrollment by underrepresented students.
10. Increase visibility of Chinese program in the community. Collaborate with other programs within the Language Arts Division to promote a broader outreach.
11. Sponsor a language exchange program with universities in China.
12. Continue to encourage student participation in standard examinations and tests such as Mandarin speaking competitions sponsored by the Chinese Language Teachers Association of California and the International Chinese Proficiency Examination (HSK) sponsored by the Beijing Language and Culture University.
13. Establish departmental seminars and reviews to enhance cultural awareness, curricula development, and instructional skills.
14. Acquire textbooks, DVDs, printed matter, and other teaching materials as budgets permit.
15. Provide access to professional development through conferences and other engagements.

| <p>2. Final Resource Request Summary: When the program planning and review form is online – the section below will automatically fill in with your responses from each section.</p> | | | <p>Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.</p> |
|--|---------|-----------|--|
| Resource | Purpose | Rationale | Estimated Cost |
| | | | |
| <p><i>Supervising Administrator Signature</i></p> | | | <p><i>Completion Date</i></p> |