

1. **2019-20 Annual Program Review Update Submitted By:** Hua-Fu Liu
2. **APRU Complete for:** 2019-20
3. **Program Mission Statement:**
 1. Demonstrate a sustained command of vocabulary (recognize and reproduce at least 2000 Chinese words) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as dating, computer and internet, part-time jobs, education, geography of China, etc. It relates to ICC #5 Critical Thinking.
 2. Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text. It relates to ICC #1 Communication and Expression.
 3. Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures. It relates to ICC #2 Information Literacy.
 4. Demonstrate a steady grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s). It relates to ICC #4 Civic Capacity for Global, Cultural, Social & Environmental Justice.
4. **I.A.1 What is the Primary Focus of Your Program?:** Transfer
5. **I.A.2 Choose a Secondary Focus of Your Program?:** Career/Technical
6. **I.B.1 Number Certificates of Achievement Awarded:** 8
7. **I.B.2 Number Certif of Achievement-Advanced Awarded:** 4
8. **I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:**
9. **I.B.4 # AA and/or AS Degrees Awarded:**
10. **I.B.5 Trends in # Degrees Awarded:**
11. **I.B.6 Strategies to Increase Awards:**
12. **I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:**
13. **I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::**
14. **I.D.1 Academic Services & Learning Resources: #Faculty served:**
15. **I.D.2 Academic Services & Learning Resources: #Students served:**
16. **I.D.3 Academic Services & Learning Resources: #Staff Served:**
17. **I.E.1 Full time faculty (FTEF):** 2.1
18. **I.E.2 #Student Employees:**
19. **I.E.3 Full Time Load as a %:** 47.3% of FT and 52.7% of PT (2018-2019)
20. **I.E.4 # Staff Employees:**
21. **I.E.4 #Staff Employees:**
22. **I.E.5 Changes in Employees/Resources:**
23. **II.A Enrollment Trends:** The enrollment decreased from 727 (2016-17), to 722 (2017-18), and to 705 (2018-19). The sections was 20 (2016-17, 2017-18) and was 19 (2018-19). However, the Productivity (WSCH/FTEF) increased to 15.7% (5-yr % Inc). The percentage of the students of African Ancestry who enrolled in the Mandarin program was 0 % (2017-18) and was 1% (2018-19). The percentage of the Latinx students who enrolled in the Mandarin program was 4% (2016-17), 4% (2017-18) and 7% (2018-19). The percentage of the Filipinx students who enrolled in the Mandarin program was 1% (2016-17) and was 2 % (2017-18, 2018-19). The percentage of the Pacific Islander students who enrolled in the Mandarin program was 1% (2016-17) and was 0% (2017-18, 2018-19). The enrollment of students keeps declining in these three years.
24. **II.B Overall Success Rate:** The overall success rate increased from 87% (2016-17) to 90% (2017-18), and to 88% (2018-19). The success rate remained stable in these three years.

25. **II.C Changes Imposed by Internal/External Regulations:** The cut off day for the classes with lower enrollment has continuously become earlier before the quarter starts. We offered much less sections and cut a combination course (MAND 4, 5 and 6) in 2013-14. The prerequisites which had become effective four years ago also strongly impacted enrollment. This has been a labor-intensive process requiring many additional hours of assessment by both full-time and part-time instructors, as well as by our Division Assistant and Assessment Center staff who enter the assessment results into the Banner system. The registration “block” that students receive when they try to sign up for Mandarin courses without having been previously cleared, along with the time delay in completing these assessments, has negatively impacted enrollments.

26. **III.A Program Success:** The enrollment of targeted students keeps declining in Mandarin program as well as declining at College level.

27. **III.B Enrollment Trends - Equity Lens:** The percentage of the students of African Ancestry who enrolled in the Mandarin program was 0 % (2017-18) and was 1% (2018-19). The percentage of the Latinx students who enrolled in the Mandarin program was 4% (2016-17), 4% (2017-18) and 7% (2018-19). The percentage of the Filipinx students who enrolled in the Mandarin program was 1% (2016-17) and was 2 % (2017-18, 2018-19). The percentage of the Pacific Islander students who enrolled in the Mandarin program was 1% (2016-17) and was 0% (2017-18, 2018-19).The enrollment of targeted students keeps declining in Mandarin program as well as declining at College level.

28. **III.C Success, Non-Success and Withdraw Rates:** Student success rate for targeted groups decreased from 82% (2017-18) to 70% (2018-19) and non-success rate for targeted groups increased from 4% (2017-18) to 14% (2018-19). The withdraw rate increased from 13% (2017-18) to 16% (2018-19). Overall the success rate for targeted groups was 70% (2018-2019) and for non-targeted groups was 90% (2018-2019). Our Department needs to work on closing the student Equity Gap.

Student success rate for African American students in Mandarin was 67% (2017-18) and increased to 83% (2018-19). Student success rate for Filipinx students in Mandarin was 88% (2017-18) and decreased to 77% (2018-19). However, two students failed and one student withdrew in 2018-19 which has impacted on the success rate for Filipinx students. Student success rate for Latinx students in Mandarin was 81% (2017-18) and decreased to 66% (2018-19). Student success rate for Pacific Islander students in Mandarin was 100% (2017-18) and there were no Pacific Islander students attended in 2018-19. Student success rate for Asian students was 93% (2017-18) and decreased to 91% (2018-19). Student success rate for White students was 63% (2017-18) and increased to 84 % (2018-19).

More specific data collection is needed for Filipinx and Latinx students to substantiate instructor observations that economic hardships (students needing to work, housing and transportation challenges that make college attendance unsustainable, increased cost of attendance, etc.) which may also affect their success rate.

The withdrawing rate decreased within two years which means students tried to complete their courses successfully. The Mandarin Department faculty are still working on how to better align with the curriculum for different levels of Mandarin courses and sharing our teaching methods and activities to be more effectively adopted in the classroom and also working on how to create a better learning community to serve students’ different needs. Moreover, in order to close the student equity gap, we still need to continuously work on increase targeted groups' academic orientation and performance. We also need to provide academically successful role models, publicly recognize their achievement, and encourage our faculty to infuse multicultural perspectives into the academic curriculum. The college needs to develop strategies to help them learn to be academically self-motivated and persistent.

29. **III.D Equity Planning and Support:** All faculty in Mandarin Program should continue demonstrating the following:
1. Recognize and build on cultural and equity assumptions and culturally relevant instruction.
 2. Create classroom and school environments that facilitate language learning.
 3. Absorb, understand and capitalize on language acquisition theory.
 4. Recognize language development stages and promising instructional practices for teaching in the classroom and school.
 5. Identify appropriate instructional strategies aligned and differentiated to lessons and objectives and goals.

6. Find innovative ways to motivate students to practice academic language skills that are carefully structured and require students to demonstrate growing proficiency.
30. **III.E Departmental Equity Planning and Progress:** We have the need to gather more detailed information that can help inform us about specific factors that contribute to the retention, success, and non-success of our students. We should invest in the creation of an automatically generated online survey sent to students who withdraw or do not pass any course. This survey would include a series of questions designed to capture the student's experience and the factors that led to their withdrawal or not passing the course. Furthermore, we are still adopting a module for closing the achievement gap with research-based and classroom focused instructional and advocacy strategies to help our faculty on: 1. Recognize and build on cultural and equity assumptions and culturally relevant instruction. 2. Create classroom and school environments that facilitate language learning. 3. Absorb, understand and capitalize on language acquisition theory. 4. Recognize language development stages and promising instructional practices for teaching in the classroom and school. 5. Identify appropriate instructional strategies aligned and differentiated to lessons and objectives and goals. 6. Find innovative ways to motivate students to practice academic language skills that are carefully structured and require students to demonstrate growing proficiency.
31. **III.F Assistance Needed to close Equity Gap:** Yes
32. **IV. A. SLOAC Summary:** We completed SLOAC Assessment Cycle.
33. **IV.B Assessment Planning:** We will continue doing assessment. Each faculty will assess at least one of their classes per quarter.
34. **V.A Budget Trends:** Please refer to Dean's summary for the IIS Division.
35. **V.B Funding Impact on Enrollment Trends:** Please refer to Dean's summary for the IIS Division.
36. **V.C.1 Faculty Position(s) Needed:** Growth
37. **V.C.2 Justification for Faculty Position(s):** De Anza College received Strong Workforce Funds from the state to expand and develop Career & Technical Education (CTE) programs under the Strong Workforce Initiative. We proposed to offer Certificate of Achievement in Translation and Interpretation in Mandarin and Certificate of Achievement_Adanced in Translation and Interpretation in Mandarin. The Certificate of Achievement will take 1 year to complete. The Certificate of Achievement_Advanced will take 1.5 to 2 years to complete. We proposed eight courses in total. All the courses have been approved by the Curriculum Committee and Certificates have been approved by BACCC (Regional Consorita). We will need at least 4 to 5 adjunct faculty to teach these courses (8 courses in total). We request to receive Perkins/Strong Workforce funds. See the document for the spreadsheet to request resources and equipment and job data to support the program as well as quote from Sanako Inc. to purchase software.
38. **V.D.1 Staff Position(s) Needed:** Growth position
39. **V.D.2 Justification for Staff Position(s):** Need one staff/faculty as coordinator for new Translation and Interpretation Program at Mandarin Department. The staff will work with faculty to promote program, recruit students, organize entrance exams, workshops, prepare certificate exams, etc. Also please see the spreadsheet for the detailed budget quote.
40. **V.E Equipment Requests:** Equipment resource requests listed on spreadsheet
41. **V.F Facility Request:** See Spreadsheet
42. **V.G Other Needed Resources:** Resource requests listed on spreadsheet
43. **V.H.1 Staff Development Needs:** The Mandarin department has identified two staff development needs:
 1. Absolute lack of adjunct faculty involvement in SLO process may change if compensation is available for those who participate.
 2. Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap.
44. **V.H.2 Staff Development Needs Justification:**

- 45. **V.I Closing the Loop:**
- 46. **Last Updated:** 02/03/2020
- 47. **#SLO STATEMENTS Archived from ECMS:** 42