De Anza College
Instructional Annual Program Review 2021-22

Instructions: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on "Facilities" tab and large-ticket items are on Large-ticket Items" tab.

Due: Friday May 20, 2022

	Information Requested	Explanation of Information Requested.	Enter your answers here
	Department Name:		**MANDARIN**
	Program Mission Statement:	How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies"? (https://www.deanza.edu/about-us/mission-and-values.html).	**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, and Social & Environmental Justice.
I.A.1	What is the Primary Focus of Your Program?	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	**GE, Transfer**
I.A.2	Choose a Secondary Focus of Your Program.	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	**Career/Technical**
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Certificates of Achievement please state "none offered".	**7**
I.B.2	# Certificates of Achievement-Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement" please state "none offered".	**8**

I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate Degree Transfer, please state "none offered".	**None offered**
I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate of Arts or Associate of Science Degree, please state "none offered".	**None offered**
I.B.5.	Trends in # Total Awards	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?	**The total number of certificates has increased. There are more students who would like to get certificates instead of taking individual classes.**
I.B.6.	Strategies to Increase Awards	What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.)	**We did out-reach, in-reach and collaborations with ASAM Department from IIS Division.**
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your	**We launched CTE program of Mandarin Translation and Interpretation in fall 2021. MAND 51 was offered in fall 2021. MAND 52 was offered in winter 2022. MAND 54 is offered in**

		program(s). Cite planned interventions and activities to enhance student and program outcomes. Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx	**spring 2022. We will offer MAND 53 in fall 2022. Students who complete MAND 51-54 will receive certificate of achievement in Mandarin Translation and Interpretation. We are applying for Perkins Funds this year.**	
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable. California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj	**San Jose/Sunnyvale/Santa Clara Areas, Code: 273091, Interpreters and Translators, 2018-2028, Annual Openings Due to Growth: 190**	
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible,	**N/A**	

		specify what data you used to arrive at this number.	
I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	**N/A**
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	**N/A**
I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: https://www.deanza.edu/ir/program-review.20-21/index.html .	**2.0**
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes between number this	**N/A**

		academic year and the previous two academic years.	
I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool.	**44.4% of Full Time Load and 50.0% of Part Time Load (2020-21)**
I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	**N/A**
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges? (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.)	**We have fewer course sections to be offered and some of the classes are exceeding enrollment. We make sure students can get support from tutoring services online at Student Success Center. We also provide online learning tools and resources to reinforce students' learning.**
	Enrollment		
II.A	Enrollment Trends	What changes in enrollment have you seen in the last three years?	**Enrollment decreased from 705 (2018-19), to 663 (2019-20), and increased to 746 (2020-21). The sections were 19 (2018-19) and 18**

		Refer to https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends?	(2019-20, 2020-21). However, Productivity (WSCH/FTEF) increased 14.0% (5-yr % Inc). The percentage of the students of African American students who enrolled in the Mandarin program was 1 % for three years (2018-19, 2019-20, 2020-21). The percentage of Latinx students who enrolled in the Mandarin program was 7% (2018-19), 5 % (2019-20) and 7% (2020-21). The percentage of the Filipinx students who enrolled in the Mandarin program was 2% for two years (2018-19, 2019-20) and was 3 % (2020-21). The percentage of Pacific Islander students who enrolled in the Mandarin program was 0% in three years (2018-21). Enrollment of students increased in 2020-21 when all of the courses changed to online format. Our department has the following strategies to increase or maintain current enrollment trends. We have to know our students well and be able to use social media to market our program and replied any emails immediately. We also need to keep our teachings up to date and serve better for individual students' needs.
II.B.	Enrollment Trends for disproportionately impacted student groups	Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans 1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or	Chinese is one of the hardest languages in the world to learn. According to the registration of Chinese classes in our school, we have more Asian students learning Chinese. Their language and cultural background is similar to Chinese culture. But on the contrary, compared with the overall class ratio of the school, not too many African Americans, Hispanics, Filipinos and Pacific Islanders come to Chinese classes. The reason may be because students assume Chinese is difficult to learn, or do not understand Chinese culture. If fewer students from these student groups take Mandarin, they may feel isolated in learning. The strategies that our department have in place to increase or maintain enrollment of these student groups are: 1. We have to make them feel that they can be successful at learning the language because communication, rather than grammatical accuracy, is the initial aim of the course. 2. We have to develop ownership of their own learning-including the opportunity to set their own learning goals and self-assess based on those goals. 3. Students should have input regarding topics, vocabulary, and

		maintain enrollment of these student groups? Are there other trends that you see when drilling into the data that may be important to explore?	**the format of products and performances.** **4. We have to encourage students to use the language they are learning for authentic communication around topics relevant to them.** **5. We need to provide multiple meaningful opportunities to process and practice in a supportive learning community.** **6. We have to guide students to understand the cognitive, social, and practical benefits of learning a language.** **7. We have to help students develop a personal connection to the culture and countries of the language studies.**
II.C.	Overall Success Rate	What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates. 1. What could be factors that influence success rates? Please refer to: https://www.deanza.edu/ir/program-review.20-21/index.html 2. What strategies does your department have in place to increase or maintain current success rates?	**The overall success rate increased from 88% (2018-19) to 90% (2019-20), and to 88% (2020-21). The success rate remains stable in these three years. Success in college is often based on a combination of factors, including family support, academic preparedness, life skills, and the decision-making abilities of the student. College often is one of the times in a person's life when he has the most varied responsibilities and time demands. Full-time students generally are expected to spend 30 to 45 hours per week studying outside of class. Additionally, many students work part-time or full-time, get involved in campus activities, and try to maintain a social life. Keeping an accurate schedule and maintaining balance are keys to effective time management. Personal accountability and responsibility are important to college students who want to maintain positive relationships with peers and faculty. Much of the success of a first-year college student centers on his ability to make wise, adult-like decisions. Some students get caught up in the "freedom" of being away from home and find themselves in the regular cycle of partying, sleeping in, missing classes and struggling with school work and tests. Schools often have personal counselors and academic advisers who collectively can aid a student in learning to make sound, independent decisions. This often begins with a clear schedule**

			focusing on school work and requires the student to maintain discipline when social calls could get in the way.
			The strategies that we have in place to increase or maintain students' success are:
			1. The teaching staff is given the chance to participate in professional development opportunities.
			2. Challenging coursework is offered to develop high-achieving students.
			3. Use ongoing, performance-based assessment to guide daily teaching decisions.
			4. Use creative and flexible scheduling to extend learning time for students who need it.
			5. Students have multiple opportunities to learn through extended learning time, differentiated instruction, early intervention, and ongoing assessment.
			6. Early intervention programs (such as Early Alert System) stop the cycle of failure and accelerate learning.
			7. Create classrooms that accommodate different learning styles.
II.D.	Success, Non-Success and Withdraw Rates for disproportionately impacted student groups	Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group): 1. What differences do you see in successful course completion rates?	Female students are more successful in completing courses than male students. Latinx students have a lower success rate compared to other groups of students. There are not significant differences regarding success rate between special student populations and over all students success rate. Success in college is often based on a combination of factors, including family support, academic preparedness, life skills, and the decision-making abilities of the student. Strategies: Personalized learning: • Enable all students to master a standard set of rigorous competencies, while allowing them to do so at their own pace, with structure and support in challenging areas, and with choices in how they demonstrate their learning • Customize learning to align with each student's interests, needs and skills • Engage students in ways that help them gain a better understanding of their strengths

		2. What are your thoughts on these differences? What strategies might be helpful in closing gaps in successful course completion?	**• Take place in a traditional classroom, online, in a blend of these environments, or outside the classroom as an extended learning opportunity** **• Assessments must be aligned with rigorous standards and personalized learning paths and must be equitable for students with disabilities in order to produce valid and reliable data on performance and progress** **• Students with special needs must have access to appropriate technology. This means that any technology used in the classroom must be accessible and compatible with other types of assistive technology, and should also be available during internships and other projects outside of the classroom that deepen and support their learning.**
II.E.	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.)	**The cut-off day for classes with lower enrollment has continuously become earlier before the quarter starts. We offer much less sections and students may not have the opportunity to choose the date/time for classes which fit their schedule. The prerequisites which had become effective six 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. 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.**
	Equity	In order to meet the goals within our State Equity Plan, Institutional Metrics, and Educational Master Plan, the following section asks you to reflect on questions focused on student equity to help inform our goals._	
III.A.	Equity Plans for groups other	Are there other groups of	**Our department also intentionally focused support for White**

	than the acknowledged disproportionately impacted groups	students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for.	**students besides support for the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students. The success rate of White students was 84% (2020-21).**
III.B.	Program Success	Describe any events/program changes/successes that you would like to share relative to your equity efforts?	**The withdrawing rate decreased within two years, which means students tried to complete their courses successfully. The Mandarin Department faculties 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 adopting to online teaching 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 increasing 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.**
III.C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is your request? Include staff/position needs.	**N/A**
III.D.	Departmental Equity Planning and Progress	Identify which of the following resources you need? How would the resource help? • Professional Development – what areas? • Enhanced support for students • Departmental	**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**

		Collaborations • Best Practices • Coaching/Consultation	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.**
III.E.	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success?	**1. Improve transfer and graduation rates for disproportionately impacted students. 2. Close the achievement gap for students in developmental (Basic Skills) courses and other identified student populations by increasing persistence, retention and success rates. 3. Identify and update campus services, policies, procedures towards reducing barriers and increasing student success. 4. Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap. 5. Build on and broaden our existing relationships in the high schools and within the community to improve college readiness for entering new students.**
	Assessment Cycle	Navigate to https://www.deanza.edu/slo/ and click "TracDat is gone" which will take you to accordion listing SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division:"	
IV.A	SLOAC Summary	Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of	**1. We have completed the first cycle of our PLOAC (100%). We are continuously working on how to better assess our program by using different methods, make comparisons, and furthermore, align together with ICC goals.**

		Spring 2022.	**2. We have completed the first cycle of our SLOAC (see #Archived from ECMS; 100%). We still need to slightly revise the cultural part of our SLOs so it can be more easily assessed.**
IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.	**MAND 1,2,3,4,5,6** **MAND 51,52,53,54**
	Resource Requests		
V.A	Budget Trends	Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (eg COVID demands) upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.	**Please refer to Dean's summary for the IIS Division.**
V.B	Funding Impact on Enrollment Trends	Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:	**Please refer to Dean's summary for the IIS Division.**
V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy"	**None Needed Unless Vacancy**
V.C.2	Justification for Faculty	Do you have assessment data	**N/A**

	Position(s):	available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	
V.D.1	Staff Position(s) Needed	Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy" Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	**Growth**
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	**We need:** 1. **A part time program coordinator (temporary employee) for our Mandarin translation and interpretation program to organize manage orientation, entrance exam, certificate exam preparation, recruit students, organize events, etc.** 2. **A part time faculty member for our Mandarin translation and interpretation program to help students preparing 1 Medical Exam Prep; 1 Court Exam Prep; Offered Year 2 and every year starting Year 4)** **Justification:** **1. We train translators and interpreters who are the ones who can communicate immigrants' rights and cultural differences in medicine, court, and social services to the appropriate parties.** **2. The funding request will improve existing disparities. It will have the impact of eliminating the equity gap.** **3. The funding will help maintain and develop Translation and Interpretation Program to better serve the community's underrepresented groups on their language barriers for the courts, social services, medical facilities, etc.**

V.E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns.	**N/A**
V.F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	**N/A**
V.G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	**See Excel spreadsheet**
V.H.1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals?	**N/A**
V.H.2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need.	**N/A**
VI.	Closing the Loop	Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes	**1 Monitor enrollments on a quarterly basis and conducting in-class surveys to determine what motivated students to take Mandarin courses and Mandarin translation and interpretation courses.** **2 Evaluate student learning outcomes.**

		after receiving each of the additional resources requested this year	**3 Evaluate part-time employee on level of execution, quality of work, level of creativity, amount of consistent improvement, be responsiveness to feedback, ability to take ownership, percentage of tasks completed on time, and being on time and on budget.**
	Submitted by:	APRU writer's name	**Hua-Fu Liu**
	Last Updated:	Give date of latest update	5/19/2022