



Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update. Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu.



▼ **Dept - (IIS) Mandarin**



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.



I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Career/Technical

I.B.1 Number Certificates of Achievement Awarded: 2

I.B.2 Number Certif of Achievement-Advanced Awarded: 2

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 2.3

I.E.2 #Student Employees:

I.E.3 % Full-time : 42.9% of FT and 57.1% of PT (2015-2016). Decreased 13 % (4-yr % Inc.)

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: The enrollment increased from 705 (2014-2015) to 728 (2015-2016). The sections was 22 (2014-15) but declined to 21 (2015-16). However, the WSCH, FTES, and Productivity increased 7.8% (4-yr % Inc). The percentage of the students of African Ancestry who enrolled in



the Mandarin program was 1% for three years (2012-13, 2013-14, 2015-16) and was 2 % in 2014-15. The percentage of the Latino/a students who enrolled in the Mandarin program was 6% for three years (2012-13, 2013-14, 2015-16) and was 7% (2014-15). The percentage of the Filipino/a students who enrolled in the Mandarin program was 2% for three years (2012-13, 2014-15, 2015-16) and was 3 % (2013-14). The enrollment of targeted students was stable in four years.

II.B.1 Overall Success Rate: The overall success rate increased from 85% (2013-14) to 86% (2015-16). There is no significant change in student success rates in the last three years.

II.B.2 Plan if Success Rate of Program is Below 60%: Not Applicable

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. Campus-wide elimination of class material fees caused us a problem. Some of the students couldn't afford to purchase copies from the printing service. Students were having hard time to keep tracking on the digital materials. Some of them have no printers at home. They used phone to check for the tiny prints instead of getting copies. This disturbed the class environment. The pre-requisites which had become effective three 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 several full time faculty 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.

III.A Growth and Decline of Targeted Student Populations: The percentage of the students of African Ancestry who enrolled in the Mandarin program was 1% for three years (2012-13, 2013-14, 2015-16) and was 2 % in 2014-15. The percentage of the Latino/a students who enrolled in the Mandarin program was 6% for three years (2012-13, 2013-14, 2015-16) and was 7% (2014-15). The percentage of the Filipino/a students who enrolled in the Mandarin program was 2% for three years (2012-13, 2014-15, 2015-16) and was 3 % (2013-14). The enrollment for targeted students was stable in four years.

III.B Closing the Student Equity Gap: Student success rate for targeted groups increased from 60% to 62% (2014-15, 2016-15) and non-success rate for targeted groups decreased from 27% to 18 % (2014-15, 2015-16). The withdraw rate increased from 12% to 20% (2014-15, 2015-16). Student success rate for African American students in Mandarin was 42% (2014-15) and declined to 40% (2015-16). There were 5 students enrolling in 2014-15 and 5 students enrolling in 2015-16. However, 1 student withdrew in 2015-16 which has impacted on the success rate. Student success rate for Filipino/a students in Mandarin was 77% (2014-15) and decreased to 62% (2015-16). Student success rate for Latino/a students in Mandarin was 60% (2014-15) and increased to 64% (2015-16). The success rate for targeted groups increased from 60% (2014-15) to 62 % (2015-16). 20% of targeted groups withdrew in 2015-16 compared to 12% of targeted groups withdrew in 2014-15. This indicates that the students were more aware of withdrawing the class instead of getting a failure in grade.

More specific data collection is needed 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.) may also contribute to the targeted students withdrawing disproportionately to the non-targeted students.

Furthermore, the data didn't give us the detailed information regarding gender and age on target groups who enroll in the Mandarin program. We need to have more data to analyze how to better closing the student equity gap.



Faulty were also aware of student success while withdrawing rate increased within two years. 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 must 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.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%: Not Applicable

III.D 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.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 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.

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 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. All the world languages have the same student learning outcomes so we ha

V.A Budget Trends: Please refer to Dean's summary for the IIS Division.

The elimination of Class Materials Fees certainly impacted all World Languages programs, since the division B-budget cannot sustain the amount of photocopying that is needed for handout materials (e.g., study guides, project rubrics, worksheets) given to students on a regular basis. Not all students printed the electronic documents that instructors post on Course Studio or send by email through My Portal. And not all students have the financial resources to buy rather pricey custom course packets from Printing Services in addition to buying the textbook.

V.B Funding Impact on Enrollment Trends: Please refer to Dean's summary for the IIS Division.

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s): NA

V.D.1 Staff Position(s) Needed: None needed unless vacancy

V.D.2 Justification for Staff Position(s): NA

V.E.1 Equipment Requests: No Equipment Requested



V.E.2 Equipment Title, Description, and Quantity:

V.E.3 Equipment Justification:

V.F.1 Facility Request: World Languages departments request language lab space, either in the Media Learning Center or in the newly renovated ATC. In the past, access to the ATC language lab was quite difficult: one was required to schedule dates/times at the beginning of each quarter and compete with other departments that were booking the lab for non-language related courses (e.g., psychology).

V.F.2 Facility Justification: Users of this facility:

1. students enrolled in all levels of Mandarin courses (and their instructors)
2. prospective Mandarin students taking the online language placement exam

Access to a language lab is one of the most basic requirements for successful experimentation with the sounds of the language (both recognition and production) and for instructors to monitor student progress in these areas. It is really a shame that the World Languages Departments have been without a language lab for so long. In the planning stages of the Media Learning Center, the IIS Division had Spanish instructor Cristina Moreno on the committee, representing the interests of World Languages faculty. Colleague Moreno retired suddenly in 2010, and whatever progress she had made in procuring us with appropriate space went down the drain. The Media Learning Center is now fully functional and there is no designated space for language lab activities.

V.G Equity Planning and Support: We also need to purchase the sets of DVDs and CDs which to be used in the language lab.

V.H.1 Other Needed Resources: NA

V.H.2 Other Needed Resources Justification: NA

V.J. "B" Budget Augmentation: Please refer to the Dean's summary for the IIS Division. Need more funds in B-budget for photocopying exams and quizzes.

V.K.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. Limited Banner training would be beneficial to faculty involved with prerequisite clearances, in order to access student transcripts. This would expedite the processing of requests from students who don't have transcripts at hand and who sometimes don't follow through on the clearance process because of the hassle of soliciting transcripts from the institutions where they pursued their prerequisite work.

V.K.2 Staff Development Needs Justification:

V.L Closing the Loop:

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Last Updated: 03/24/2017

APRU Complete for 2016-17: Yes

#SLO STATEMENTS Archived from ECMS: 42

